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ABSTRACT

Social studies and language arts teachers can use these self-contained activities to teach writing skills to students in grades 6-12. Some of the activities have a global approach requiring students to write about topics such as human rights and cultural differences. Information provided for each activity includes an introduction, objectives, time required, materials needed, and teaching methods. The guide is organized into 13 sections which comprise half of the publication. The other half contains student handouts. Section I is an introduction. Section II contains an activity which helps students explore some of the reasons for the use of writing. Students are presented with 17 writing motivators in the activity presented in section III. The activity in section IV contains ten suggestions for improving writing in the social studies. Twenty five ways to stimulate creative writing, such as make a comic book, write words to a piece of music, or keep a journal are presented in section V. The activities in section VI help students write about their personal experiences. For example, students take turns interviewing one another and then write personal biographies. In the activities in section VII, students have the opportunity to explore their senses and to use that experience as material for their writing. For example, students collect pictures and then describe or tell a story about what they see. The role of language in writing is the topic of activities in section VIII. Activities in sections IX through XII deal with clarity in writing, perspective and writing, perspective in the news, and the language of protest. The publication ends with a resource list in section XIII. (Author/RM)

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SKILLS SERIES
VOLUME 3

# Teaching Writing Skills:

## GLOBAL ISSUES

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# INTRODUCTION

## Overview

Of the three "Rs" the least emphasized is the one in the middle -- writing. When writing is taught, it usually consists of mechanics such as punctuation, spelling, sentence construction, and grammar. These are important skills, but there is another, more important, area of writing that is often ignored--the communication of ideas. The more critical, thinking skills of comprehension, fluency, and verbal expression, not to mention creativity, often take a back seat to the so-called basics, which are really pre-writing skills. Writing, unlike reading, is seen as a means to an end (term paper for English class, job application, a letter home), not as an enjoyable end in itself. The teaching of writing in schools suffers from this imbalance. Learning is seen as a passive process where students' abilities to speak and write are subordinate to their abilities to read and listen. It is the goal of this unit to try to redress that imbalance and to improve the skills needed to make students good thoughtful writers.

## Rationale

All evidence points to less writing, not more. Many people no longer see a need for it. Other mediums such as television, telephones, and computers have taken over the function of writing. More significant perhaps, many people do not value writing. For this, schools must share the blame. Writing is seldom encouraged for its creative and fun potential; it is often still used as a form of punishment: Write "I will not talk

in class" 100 times.

While our need to write in order to communicate is decreasing, writing's place as a valid form of expression is as important as it has ever been. It will always be valuable in helping students to arrive at an understanding of the world. For example, students will continue to use writing to express their ideas, opinions, and feelings, to interpret written messages, and to arrive at critical decisions about the world.

Writing is an active process--one which allows students to participate and become involved, which focuses on students' personal experiences, feelings and observations. In addition, writing can reinforce other skills, most notably reading. Good writers are almost always good readers. Writing can help students critically read and evaluate the massive amounts of information they receive both in and out of school. If students interpret this data coherently, the likelihood that they will have the necessary skills to cope with the future will increase.

A Global Approach

Change, and in certain cases rapid change, is a part of life in the modern world. Recently, we have seen the world "shrink" from a vast planet of separate peoples to a spaceship of global villages. While this transformation is intellectual in nature, it is no less real in its effects on our behavior. Many people are now questioning whether education is meeting the needs of a planetary culture and keeping pace with technological growth. The so-called basics, of which writing is one, are certainly subject to the reevaluation process.

This unit starts from the premise that there is a need for global education and understanding, that the reinforcement of certain skills and concepts can lead students to a more humane and global approach to the rest of the world. These concepts include interdependence, perception, conflict, cultural awareness, language, and human rights. Therefore, in this unit, students use and practice writing skills as part of their development toward attaining a global perspective. They are both important and necessary to the goal of a holistic education.

Writing is a highly complex act which requires analysis and synthesis on many different levels. Thus, it is an aid to intelligence that can lead to self-development.

To be literate in today's world, with the increasing rate of change, we need to develop the ablility to critically think, read, and write about our global society and our role in a changing world.

## When and Where to Use These Activities

This unit is designed for teachers in all disciplines. Those finding it most useful will probably be teachers of social sciences, language arts, and creative writing. However, it is hoped others will find applications for this guide, too.

Activities have been developed for use in grades 6 through 12. They can be used effectively in areas such as writing skills, concept development, verbal expression, propaganda, communication, and perception.

While each activity involves writing and the reinforcement of a skill, it should be remembered that the process of writing is what is ultimately

strengthened. In the final analysis, writing should be seen not as a skill in isolation, but as an important way of communicating in a global society.

Objectives

1. To provide teachers with teaching activities focusing on writing skills and creativity useful in the development of a global perspective in students.
2. To provide teachers with tools and activity models that will reinforce writing skills.
3. To intergrate writing and reading skills in the areas of verbal expression, word meaning, comprehension, critical thinking, and evaluation.
4. To reinforce pre-writing skills through the actual process of writing.
5. To understand and reinforce skills and concepts necessary for students to function effectively in a global society.

WHY WRITE?

Title: WHY WRITE?

Introduction: With the influence of television and other forms of media, some people are questioning the effectiveness of writing or even the need to write any more. The goal of writing as a form of communication appears to have been assumed, in many cases, by other instruments of expression. In this introductory activity, students explore some of the reasons for the use of writing.

Objectives:

Students will identify and list reasons for the use of writing.

Students will collect and categorize examples of writing to support their reasons.

Materials: None needed

Procedure:

Step 1. Ask students to list (either individually or in small groups) reasons why they write. If they have a hard time getting started, tell them to think of some examples of writing and the reasons why they may have been written.

Step 2. Put the students' list on the board. Then have them take the items on this list and categorize them into general groups that would apply universally to writing. (The categories of reasons should include communication, expression, entertainment, instruction, information, description, theory of the world, etc.)

Step 3. Have students bring in examples of the written word that show these reasons for writing. For example, communication- letter, diary, personal expression- political speech, lyrics entertainment- novel, comic strip instruction- textbook information- newspaper, magazine.

Step 4. Have students compare their examples. Do any of them overlap and have more than one use or function? What role do forms of expression play in writing? How many ways can something be written? Which form might be the most effective?

Follow-up:

1. Have students compare writing from different cultures. Are the forms of expression and the uses of writing similar or different? Bring in examples to prove your point.

# WRITING MOTIVATORS

Title: WRITING MOTIVATORS

Introduction: A big hindrance to good writing can be lack of motivation. This section introduces ways to help motivate students to write.

Objectives:

To motivate students to write creatively.

To give students topics to initiate the writing process.

Time: One or more class periods

Materials: Handout 1, "Writing Motivators"
Paper
Pen

Procedure:

Use the list of motivators to introduce writing subjects to your students and get them interested in these topics through writing. The motivators can be used with content materials or strictly as writing exercises. Adapt them to suit your needs and those of your students. They are all simply ideas of ways to get the writing started in your classroom.

# TEN SUGGESTIONS FOR IMPROVING WRITING IN SOCIAL STUDIES

Title: TEN SUGGESTIONS FOR IMPROVING WRITING IN THE SOCIAL STUDIES*

Introduction: In this section are ten ways to help improve the writing skills of social studies students. These suggestions provide students with specific examples of more effective writing.

Objectives:

To suggest guidelines for improving skills.

To give students ways in which to make their writing clear and readable.

Time: One or more class periods

Materials: Handout 2, "Ten Basic Suggestions to Social Studies Students for Improving Your Writing"

Procedure:

Step 1. Use handout as an outline for your students. Go over examples with them.

Step 2. Use guidelines for reference when students are doing writing assignments, especially those that involve research projects.

---

*This handout is from Social Education (February 1977), pp. 113-119. Reprints may be purchased from:

National Council for the Social Studies
Suite 400
2030 M Street, NW
Washington, D.C. 20036

Classroom packet of 15 copies is $3.00. Send payment with order or school purchase order form.

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# *Ten Basic Suggestions to Social Studies Students for Improving Your Writing*

**Here—briefly stated and with examples—are ten suggestions to improve your writing. You may not be able to use all of them at the same time, for writing assignments vary in purpose. However, these ten guidelines, which are divided into three areas, can assist you to write papers that are stimulating and readable. *Here's to your good writing!***

by Daniel Roselle

*Sketches by Robert Diamond*

**A NOTE TO TEACHERS:** This material has been prepared in response to the request of many teachers for assistance in developing the writing skills of their students. It is designed to provide students with specific guidelines for writing effectively. Reprints may be purchased from the National Council for the Social Studies,

Price: Classroom Packet of 15 copies, $3.00 per packet. Please send payment with order, except those on official school purchase order form.

## AREA I: GOOD WRITING IS CLEAR

**1. DO NOT BE PRETENTIOUS.** *Express yourself clearly.*

Do Not Be Pretentious

***Pretentious***

Mary J. Youngquist illustrates pretentious writing carried to an extreme:

"A triumvirate of murine rodents totally devoid of ophthalmic acuity was observed in a state of rapid locomotion in pursuit of an agriculturalist's uxorial adjunct."

***Better***

Three blind mice ran after the farmer's wife.

• • • • • • • • •

***Pretentious***

As Edith Hamilton, distinguished scholar of Greek culture, once pointed out, Abraham Lincoln at Gettysburg did not say:

"That political supervision of the integrated units, for the integrated units, by the integrated units, shall not become null and void on the superficial area of this planet."

***Better***

Abraham Lincoln did say:

"That government of the people, by the people, for the people, shall not perish from the earth."

• • • • • • • • •

***Pretentious***

Many American women accept monogamous connubial relationships.

***Better***

Many American women marry.

**2. BE SPECIFIC.** *Use concrete words, rather than general terms.*

***Too General***

There are thousands of interesting and unusual organizations in this country. Their names demonstrate that they represent a variety of occupations and professions.

***Better***

There are over 14,500 national organizations in the United States that represent a variety of occupations and professions. These include: the National Council for the Social Studies, American Cricket Growers Association, Popcorn Institute, Red Suspender League, Dracula Society, National Potato Promotion Board, and Flying Dentists Association.

• • • • • • • • •

***Too General***

In the eighteenth century, a symbolic ceremony celebrated the transfer of authority of government from one autocratic ruler to the next. It showed that there was no democracy in the nation, only tyranny.

***Better***

In 1715 the Duke of Bouillon placed a black feather on his cap and walked out to the balcony of the great palace at Versailles. He looked for a moment at the crowd below, which, according to biographer Nancy Mitford, was "curious but not sad." Then he solemnly announced: "The King is dead!" The Duke then returned to the palace, put on a white feather, and went out to the balcony again. This time he proclaimed: "Long live the King!" With this symbolic switching of a black feather for a white, the long reign of Louis XIV had ended, and the rule of Louis XV, his great-grandson, had begun. The French people had nothing to say about this transfer of power.

**3. AVOID OVERWORKED STATEMENTS.** *Express your ideas in fresh and original ways.*

***Overworked Statements***

- We live in critical times.
- The future is up to us.
- No one can foresee what the future will bring.
- It is time for someone to speak out.
- Science can be used for both good and evil.
- Never in the history of the world has there been such a situation.
- Mankind is at the crossroads.
- The news came like a bolt from the blue.
- There are many burning issues.
- It goes without saying that the nation is in peril.
- The fate of the world is in our hands.

Avoid Overworked Statements

**4. DO NOT STEREOTYPE INDIVIDUALS**

***Stereotyping***

The trial jury, which deliberated a third day without reaching a verdict, is a conventional slice of Middle America.

***Better***

The trial jury, which deliberated a third day without reaching a verdict, includes five housewives, a nurse's aid, a steel worker, a banker, an unemployed painter, a college professor, an engineer, and a chemist.

• • • • • •

***Stereotyping***

Men living in the suburbs like to join country clubs, to play golf on Sunday, and to drive sports cars.

***Better***

George Thompson, who lives in a suburb of New York City, likes to join country clubs, to play golf on Sunday, and to drive sports cars. His next-door neighbor, Robert Shore, shuns country clubs, dislikes golf, and rides the train to work.

Don't Stereotype

## AREA II: GOOD WRITING SHOWS RELATIONSHIPS

**5. LINK PARAGRAPHS.** *Wherever possible (but not always), connect the end of one paragraph with the beginning of the next.*

***Example 1***

The names of individuals are not always what they seem. Thus, Mother Goose was really a sophisticated Frenchman named Charles Perrault, and not a sweet, silver-haired grandmother who lived in a thatched cottage and wrote her stories by candlelight. Similarly, Joseph Stalin's real name was Iosif Vissarionovich Dzhugashvili.

Link →

This change in Stalin's name is particularly important, for "Stalin" means "Man of Steel." The significance of this fact for the etc.

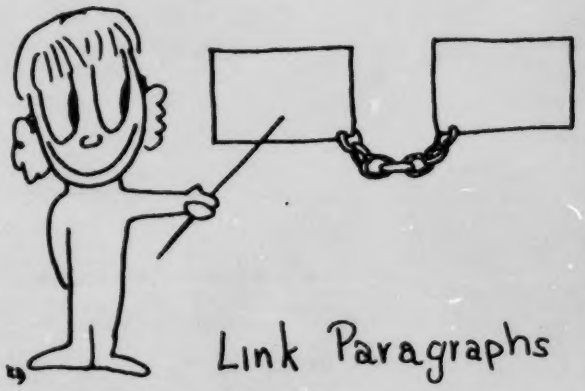
• • •  • • •  • • •

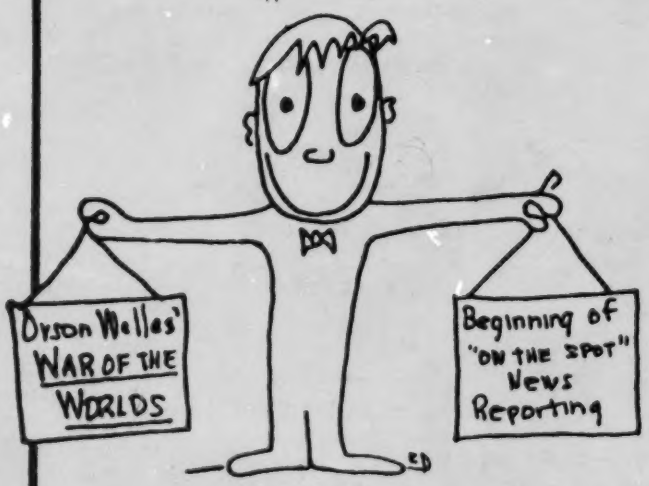
***Example 2***

A few days after the bomb was dropped on Hiroshima, Russia entered the war against Japan and invaded Manchuria. President Truman again demanded that Japan surrender. When the Japanese did not, a second atomic bomb was dropped, this time on the city of Nagasaki.

Link →

This second bomb struck Nagasaki on August 9, 1945. Five days later, Japan surrendered. In September, the Japanese representative, Mamoru Shigemitsu, signed etc.




Set time by Parallel Events

**6. SET TIME BY PARÁLLEL EVENTS.** *However, remember that this is just one of several ways of setting the time of an event.*

***Parallel Timing***

Starting about 2,000 B.C.—when the Egyptian civilization was already established, and the earliest Greeks were migrating into the Aegean area—the so-called "Latins" began to move into the Italian peninsula.

• • •  • • •  • • •

***Parallel Timing***

In 202 B.C.—about the time that Asoka's Indian empire was crumbling, and Hannibal's Carthaginians were facing defeat by the Romans—a great new dynasty arose in China. This was the Han Dynasty.

Link Past and Present

7. **LINK PAST AND PRESENT.** *However, do not strain to find links that are not really there.*

***Linking Past and Present***

Why should we study about the ancient Greeks? Are we influenced by them?

We are—if our names are George, Anthony, Dennis, Eugene, Gregory, Homer, Myron, Nicholas, Philip, or Theodore. Or if our names are Agatha, Agnes, Catherine, Corinne, Cynthia, Doris, Rhoda, or Thelma. These names are probably derived from the Greek language.

• • •  • • •  • • •

***Linking Past and Present***

Many of our twentieth-century ideas of decimals, minus signs, and numerals may be traced back to India. So can our place-value system of numbers, in which we say 1977 is one thousand, nine hundred, seventy-seven because of each number's place in the figure.

## AREA III: GOOD WRITING IS WELL RESEARCHED

**8. USE PRIMARY SOURCE MATERIAL.** *Primary source materials include the direct impression and expression of people living at the time of an event.*

***No Primary Source Material***

Dr. Martin Luther King was a stimulating speaker. He delivered a speech at the Lincoln Memorial during the Civil Rights March on Washington, D.C., and it moved people greatly.

***Primary Source Material***

Dr. Martin Luther King was a stimulating speaker. In his speech at the Lincoln Memorial during the Civil Rights March on Washington, D.C., he moved people deeply when he said:

*Primary Source Material* →

"I have a dream that one day this nation will rise up, live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal'."

• • •  • • •  • • •

***No Primary Source Material***

In 1775 the Foundling Home had the responsibility of caring for thousands of homeless babies. Anyone who visited it said that conditions there were very bad.

***Primary Source Material***

In 1775 the Foundling Home had the responsibility of caring for thousands of homeless babies. Conditions there were shocking; and Hester Lynch Thrale, an Englishwoman who visited the Foundling Home, wrote:

*Primary Source Material* →

"I saw whole Rows of swathed Babies pining [away] to perfect Skeletons & expiring in very neat Cribs with each a Bottle hung to its Neck filled with some Milk Mess, which if they can suck they may live, & if they cannot they must die."

Use Primary Sources

**9. SUPPORT YOUR GENERALIZATIONS WITH EVIDENCE**

***Unsupported Generalization***

Of course, we all know that computers affect everything that we do. No one can argue with this obvious fact.

***Supported Generalization***

Computers affect our lives in many ways. For example, according to Samuel Zagoria, a member of the National Labor Relations Board:

- A computer in Washington, D.C. is analyzing heart conditions of New England patients via long-distance transmissions of cardiograms.
- At Grand Coulee, computers monitor 420 relay and circuit breaker contacts one thousand times every second.
- Travel at sea is safeguarded by a string of computer-operated Coast Guard lighthouses that detect fog . . . and can even change burned-out lamps if necessary.

Reports from Massachusetts Institute of Technology also make clear the importance of computers.

**10. READ**

Read as much as you have time for, and then make time to read more! Read—not in order to imitate the styles of others, but to increase your sensitivity to words, to ideas, and to the unlimited possibilities of human expression. Above all, read for enjoyment; and, in time, you may find that your own writing is a source of enjoyment for others.

# 25 WAYS TO STIMULATE CREATIVE WRITING

Title: 25 WAYS TO STIMULATE CREATIVE WRITING

Introduction: One of the areas least stressed in schools is that of creative writing. Long considered the domain of elementary classrooms and advanced English classes, creative writing can be an effective skills-builder in all disciplines. Unfortunately, in the rush to deposit information, schools lost sight of students' creative energies. Thus, their most creative experiences take place outside of school. In an effort to redress that imbalance, here are some ways to stimulate students' creativity in the area of writing.

Objectives:

To increase students' ability to write creatively.

To build on writing skills through the use of creative-writing activities.

Time: As long as you wish

Materials: Paper

Pencils

Handout 3, "Stimulate Creative Writing"

Procedure:

Step 1. From the list of ideas on the handout, choose one or more you would like your students to try. Or, pass out the list to students and let them select their own.

Step 2. List the ideas on a chalkboard and have students write on idea they like most.

Teacher Considerations:

It will probably work best to make this activity optional or to allow it to be as unstructured as possible. It is important that students have fun writing and are able to write about what they want. This will encourage them to continue writing in the future. You may use these ideas and variations any way you like. The overriding goal is to allow students to express themselves in as many creative ways as possible.

Brainstorming is an excellent method for generating creative ideas. It might be a good idea to arrange students in small groups and have them brainstorm for possible writing topics. The more ideas that are generated the better. And the wilder the ideas, the better. In brainstorming, all ideas are valid and should not be evaluated.

# USING PERSONAL EXPERIENCE

Title: THIS IS YOUR LIFE

Introduction: An effective way to get students involved in writing is to have them write about what they know. In this activity, students take turns interviewing one another and then writing personal biographies, which allows them to write about their personal experiences and those of others. The activity is especially useful as an introduction at the start of a school year.

Objectives:

To write the personal history of another student.

To use personal experience and a student's time-space reference to write a short biography.

Time: One class period

Materials: Paper and pencil
Tape recorder

Procedure:

Step 1. Have students pair off with one another, preferably with someone they do not yet know.

Step 2. Explain that each student is to write the story of his/her partner's life up to the present. Tell students that they are to take turns interviewing each other. They may ask any questions they wish in order to find out as much as possible about their partner.

Step 3. After 5 to 10 minutes have the students switch roles, so that each has a chance to ask and answer questions.

Step 4. Once the interviewing process is over, have each student write a biography of his/her partner.

Debriefing:

1. Ask for volunteers to read their biographies to the class.

2. What type of questions did students ask of each other during the interviews? List the types of questions on the chalkboard (for example, "when" questions "where" questions, "how long" questions), Why are some questions asked more than others?

3. Have students list other questions that could be used in writing a biography. Encourage them to be imaginative.

4. Have students examine the multi-cultural, multi-ethnic nature of the class. What are the cultural or ethnic "roots" of class members? What part does culture play in determining our perceptions of the world? Have students make a list of cultural factors that influence behavior.

5. Have students make a list of questions they would use to interview someone famous. What would these questions tell us about that person? Have students write a short biography of a famous person (contemporary or from the past).

6. Ask what the students learned about each other from doing this activity and the debriefing.

Title: PERSONAL TIME LINE

Introduction: Having students write about themselves and their experiences can be a great motivator to writing. Often, the more concrete an experience, the easier it is to write about. In this activity the concept of chronology is reinforced through the exercise of writing a time line.

Objectives:

To draw and label important events in a personal time line.

To develop and reinforce the concept of chronological order.

Time: One class period

Materials: Sheets of newsprint or butcher paper
Crayons, colored pens, or paints

Procedure:

Step 1. Inform students that they are going to draw a time line of their lives from birth to the present. Tell them that they are free to draw it in any form they wish but that they should be sure to label as much relevant information as possible.

Step 2. Hand out paper and pens and have students begin drawing and writing on their time lines.

Step 3. When students have finished, ask them to share their time lines with the class.

Teacher Considerations: It would be a good idea for the teacher to draw a time line as well, especially if this activity is done at the beginning of the school year. It is a good introduction and lets students know that teachers have histories too.

Follow-up:

1. Compare time lines for similarities and differences. How many were straight lines that stretched from past to present? Were there any circular ones?

2. What kind of information was placed on the time lines? How many included information such as dates, ages, events, family, travel, other people, and feelings?

3. Have students project their lives into the future. Have them write stories based on their projections.

4. Have each student draw an historical time line of important events in the world since his or her birth. Use this information to study history.

5. Have each student develop a time line of personal changes that have happened during his or her lifetime. These can be external (family, school, friends) or internal (feelings, values, growth).

# USING PERCEPTION

Title: TRUSTING YOUR SENSES

Introduction: One of the school system's greatest weaknesses is its failure fully to develop students' sense experiences. As students grow older, more emphasis is placed on the sense of sight and little or none on the senses of touch, hearing, taste, or small. Traditionally, writing is approached through sight at the expense of a wealth of sensory data. In this activity, students have the opportunity to explore their other senses and use that experience as material for their writing.

Objectives:

To explore and to make sense experiences concrete for students.

To use specific sense experiences as bases for student writing.

To encourage writing using observations based on sensory experiences.

Time: One class period

Materials: Blindfolds
Something to taste, something to smell
Paper

Procedure:

Step 1. Begin activity using a sense students are most familiar and probably most comfortable with--sight. Have class list all features and qualities of what they see inside the classroom, e.g., desks, chairs, people, paint, and clothes. Then have them do the same for things they can see (or remember) outside the building, e.g., buses, clouds, people, and buildings.

Step 2. Have students look around the room and pick a person or an object to describe. Tell them to study their subject carefully and write down what they see. Often they will see things they never noticed before.

Step 3. Have students close their eyes and listen silently and carefully for one minute (no less). Then have them write down all the sounds they heard.

Step 4. Ask for volunteers to come to the front of the room to be blindfolded. (This can also be done with the whole class closing their eyes again.) Pass several strong-smelling objects (soap, spices, perfume, vinegar) under the subject's nose. Ask the student to identify what he or she is smelling.

Step 5. Ask for more volunteers (or the whole class can participate) pass around something to taste (sweet, sour, salty, bitter, smooth) and have them identify what they are tasting.

Follow-up:

1. Students should now be more in touch with their primary senses and better able to use them in writing. Have each student write a short piece that appeals to one or more of the senses specifically and concretely. Give good literary examples if necessary.

2. To show the power of the senses use this variation of steps 4 and 5. While the subjects are blindfolded, have them taste a food (apple or potato is best) while holding an onion under their noses. Ask them immediately what they are tasting. Then discuss the power one sense has over the other (in this case smell over taste since subjects will think they are tasting onions) and over thought processes. They can then begin to look at how dependent we are on certain senses like sight to the exclusion of others.

Title: EVERY PICTURE TELLS A STORY

Introduction: Visual stimuli can be a strong component of writing. Reporters, poets, and artists are people whose jobs depend on it. Anything in the students' environment can be a subject for writing. In this activity, students first collect pictures (visual stimuli) and then add the written word to describe or tell a story about what they see.

Objectives:

To use visual cues such as pictures to write a story.

To write a story using pictures in sequence.

Time: Two class periods

Materials: Magazines or polaroid cameras
Paper
Pens

Procedure:

Step 1. Tell students that they are going to be writing stories that they themselves will be illustrating. Since you will have a limited number of Polaroid cameras, students will have to take turns or work in small groups. Have them go out around the school and take a series of pictures. (You can structure this to meet your own objectives.) Have them take pictures at random or in sequence to show cause and effect, past and present, or time lapse.

Step 2. Have students outline and write stories to fit their pictures. Encourage them to be creative. (The writing may take two class periods or can be continued at home.)

Step 3. After students have finished their stories they can share them with the class using their pictures as illustrations. If students have written stories showing cause and effect, others can evaluate the stories and pictures together.

Alternatives:

1. If Polaroid cameras are unavailable, use magazine pictures as material for students' stories.

2. Cut out a series of pictures from magazines and have students write stories based on a single theme or title such as "Day in the Life of _____ _____" or "The Strangest Thing Happened on my way to _____".

3. Have students write their own captions for pictures in newspapers or textbooks.

4. Have students mount their pictures or snapshots on posterboard and attach their stories.

5. Have students cut out pictures from current newspapers or magazines and write news reports describing the action. Students could also tell the story from two different or opposing perspectives in order to influence their audience.

# THE ROLE OF LANGUAGE IN WRITING

Title: IT GETS CURIOUSER AND CURIOUSER

Introduction: A great obstacle to success in writing can be language and grammer. The many written and unwritten rules in the English language often hinder rather than advance the writing process. Students often complain that teachers are more interested in how a written piece looks than what it says. In this activity, students get the opportunity to play around with curious twists and turns of language and the role language plays in writing.

Objectives:

To make students more aware of language use in their own environment.

To familiarize students with the role language plays in the writing process.

Time: One class period or longer

Materials: Handout 4, "It Gets Curiouser and Curiouser"

Procedure:

Step 1. Explain to students that there are many peculiarities about Language that appear in written messages every day. A simple example is one where the same word has two or more meanings as in "bear to the left" or "bear with me" or "a brown bear".

Step 2. Distribute handout. Go over the examples with the students and discuss their literal and implied meanings. (For example, slow children crossing seems to describe a place where slow-moving children might cross a road. The implied meaning, of course, is quite different, telling motorists to slow down as children may be crossing the road.)

Step 3. Ask students, individually or in small groups, to add examples to the handout.

Step 4. Have students share their examples with the class, examining implied and literal meanings.

Follow-up:

1. Make this a homework assignment and ask students to bring in as many examples as they can to class.

2. Discuss with students where these "language curiousities" might be found (e.g., road and traffic signs, restroom walls, advertisements, local colloquialisms).

3. Have students collect examples of other interesting, odd, or curious uses of language.

4. Have a language journal in the classroom where examples of language curiousities can be recorded.

5. Prepare a dictionary of slang words or neologisms either currently in use or out of date. What are some of the factors that cause language to change?

Title: IT WORKS BOTH WAYS

Introduction: Reading comprehension can benefit from writing. Understanding of what one reads can improve with the development of writing skills. Good writers are almost always good and avid readers. This activity helps to reinforce reading and writing skills.

Objectives:

Given a list of definitions, students will write the words that fit those definitions.

To improve the skills of writing, spelling, and reading comprehension.

Time: One class period

Materials: Handout 5, "They Work Both Ways"

Procedure:

Step 1. Distribute copies of the handout. Explain directions. They are to find the correct word for each definition. The answer to the first definition in the pair is the reverse of the answer to the second.

Step 2. Have students complete the handout and go over the answers with them.

Step 3. Have students work in pairs or small groups. Make a list of 10 pairs of definitions following this same format. Have them make an answer sheet and try out their list on the rest of the class. Make dictionaries available for those students who have trouble getting started or need to check on spelling.

Answers:

| | | |
|---|---|---|
| 1. | pots | stop |
| 2. | dab | bad |
| 3. | don | nod |
| 4. | pin | nip |
| 5. | sleek | keels |
| 6. | part | trap |
| 7. | mad | dam |
| 8. | yard | dray |
| 9. | tip | pit |
| 10. | spin | nips |
| 11. | mart | tram |
| 12. | loot | tool |
| 13. | loop | pool |
| 14. | revel | lever |
| 15. | tide | edit |
| 16. | sleep | peels |
| 17. | tar | rat |
| 18. | dog | god |
| 19. | reel | leer |
| 20. | deer | reed |
| 21. | diva | avid |
| 22. | live | evil |
| 23. | spot | tops |
| 24. | spit | tips |
| 25. | bard | drab |

Title: WORD POWER

Introduction: For centuries, words have been thought to contain power in and of themselves, beyond their meanings. The very sound of words, for example, in a religious ritual, can have an effect on those hearing and making the sound. Words also have the power to evoke emotions and ideas in people just by association. A good example of this is propaganda. In this activity, students use words to create a chain of ideas that can be combined into a written whole.

Objectives:

To compare word associations and meanings.

To show the relationships and interdependence between different words and concepts.

Time: One or more class periods

Materials: Handout 6, "Word Power"

Procedure:

Step 1. Distribute copies of handout. Explain that there are words (concepts or ideas) within each circle. Have students write at the end of the arrows words related to or triggered by the central word. Whatever the student associates with the word is valid.

Step 2. After students have completed the circles, have them compare their responses. What words were triggered in their minds and why?

Follow-up:

1. Ask students if they can define their reasons for word associations. Were they emotional responses or purely random choices? Which has more power to make us act, emotional appeals or logical appeals?

2. What is the role of perception in the process of word association? How does it influence our behavior? How is this related to the power of propaganda?

3. Are some words more powerful than others? What makes a word "powerful"? Is the meaning of a word always more important than the association it evokes? Think of instances where the emotional appeal of words has overruled their meaning.

4. What is behind the power of an "idea"?

5. Have students write a story about the primary word using all their word associations. Make sure they explain what might appear to be contradictions in their responses.

Title: THE TERMINOLOGY OF DEVELOPMENT

Introduction: One of the most important skills in the area of concept development is that of definition of terms. Students need to be aware that a concept can have several different definitions or interpretations. Specifically, terms we select to describe other nations or parts of the world often influence our perceptions of those countries and peoples. So it is important to carefully examine the terms that we use to categorize, especially when dealing with the area of social, economic, and political development. In this activity, students can see that names and labels do influence our perceptions of the world.

Objectives:

Students will examine the terms used to categorize parts of the world.

Students will define the term development as it applies to global society.

Time: 1 class period

Materials: Handout 7

Procedure:

Step 1. Tell students that they are going to look at some names and labels that have been used to describe and define the world. Discuss with them the importance of perceptions in forming their own view of the world.

Step 2. Pass out to students the handout on the terminology of development. Go over the terms with them, explaining that these have been used to describe nations in various stages of comparative social, economic, and political development.

Step 3. Have students add to this list any terms they know of which further delineate the world on the basis of some kind of development pattern.

Follow-up:

1. Using a map of the world, have students identify those parts of the world that are defined by the terms of their lists.

2. Begin to define the term development. Students should be allowed to come up with their own conclusions. But they should also be made aware of all the factors which make up such a complex term, such as society, government, economy, culture, etc.

3. Students can critically evaluate the list of terms. They should look at the role labels, stereotypes, generalizations, and categorization play in determining our perceptions of the world and ourselves.

4. Research the origin of these terms. Are they labels which people in other countries have chosen for themselves? If not, why not? How do people in the "Third World" see their place in the world?

5. Have students decide which, if any, is the most accurate term to describe the world. What are their reasons for choosing the term they did? What are some of the obstacles in deciding on such a term?

# CLARITY IN WRITING

Title: REWRITING HISTORY

Introduction: Among the most well-used documents in social studies are historical documents. Since they are subject to the limitations of time and culture they often reflect a specialized vocabulary. As students are required to become familiar with these primary sources, they need to be able to read and comprehend this language. In this activity, students compare excerpts from American historical documents and rewrite them for their grade level.

Objectives:

To compare American historical documents related to independence and government.

To revise and rewrite excerpts from historical documents making them understandable at students' reading levels.

Time: 1 class period

Materials: Handout 8, "Rewriting History"

Procedure:

Step 1. Explain to groups that documents are often written by specialists in certain areas so that they contain a very specialized language. The background of the authors (lawyers, professors, politicians, statesmen) also affects the writing style of the document. Have students briefly list some examples of specialized language.

Step 2. Divide class into 4 groups. Give each group an excerpt from one of the historical documents.

Step 3. Tell each group to rewrite their excerpt in a form which they themselves can understand. They may want to change the writing style and vocabulary. This is fine as long as they remember to preserve the meaning of the document. Their task is only to make the passage more comprehensible to themselves.

Follow-up:

1. Have students bring in examples of documents or literature that are written either in a specialized language or for a special

interest group (teachers, mechanics, engineers, psychologists, nurses). Rewrite them for a mass audience.

2. Take a textbook on U.S. history (or any other subject) that is above the students' reading level and have the class rewrite sections of it for their grade level.

Title: SAY AGAIN, PLEASE

Introduction: Language plays a key role in the writing process. If students cannot understand the meaning of what they read they are going to have a difficult time determining how it was written. As this activity illustrates, what students know can become unintelligible when the language is changed and unfamiliar words are used.

Objectives:

To identify how language can be used to change the meaning of the written word.

To demonstrate students' ability to change word meanings into comprehensible sentences.

Time: Two class periods

Materials: Handout 9, "Say Again, Please"

Procedure:

Step 1. Tell students that you would like to demonstrate to the class how language can be used to change something recognizable into something they do not understand. Discuss those factors which make it difficult for students to identify the sayings. (Possible responses: the language was too specialized; words were too hard; never heard it that way before.)

Step 2. Divide class into two groups. To one, give a copy of the handout Form 1. To the other, give both handouts Form 1 and Form 2.

Step 3. Have each group read the handout Form 1. Tell the first group that they are to rewrite the statement so that it is understandable to them. Have the second group read Form 2 and write down their comments about how it has improved or changed the first statement.

Step 4. On the second day, have group 2 read their revised statement, Form 2, to the whole class. Then have group 1 read their second statement to the class. Have the groups compare their revised versions. Which one of the two is the clearest statement and the easiest to understand? Which group better

understands the meaning of the statements--the one given the revised version or the one that spent time revising it themselves?

Step 5. Discuss with students those factors that make it difficult to interpret written messages. (Possible responses: the language was too specialized; words were too hard; never heard it that way before.) What possible reasons might someone have for using language that is so hard to understand?

Follow-up:

1. Have students bring in examples of writing that is hard to understand because of the reasons listed above. A good example might be a document only a lawyer could understand.

2. Have students take an item written in specialized language or jargon and rewrite it to make it recognizable to others.

3. Have students rewrite a slang expression, a proverb, or a popular saying (as in an advertisement) so that others could understand what is meant.

4. Have students rewrite passages from higher level textbooks, so that they can better understand.

Title: TRUTH IN ADVERTISING: FACT OR FICTION?

Introduction: Some of the most subtle and powerful techniques of propaganda are no longer the exclusive domain of governments. They now reach us daily through the medium of advertising. By now we are all familiar with the varied, and often conflicting, appeals to buy: be different, be part of the "in" crowd, be a success, more is better. Students can be especially vulnerable to such influence. In order to understand this process, students need to develop the skill of discrimination of fact and opinion to decide if there really is truth in advertising.

Objectives:

To discriminate between facts and opinions and half-truths.

To recognize propaganda techniques in advertising.

To observe the appeals made by advertisers on the basis of age groups, sex, peer pressure, and implied need.

Time: One class period

Materials: Handout 10, "Truth in Advertising?"

Procedure:

Step 1. Ask students to identify some of the more popular commercials they have seen on television or in magazines. What are the advertisements trying to convince people of? To sell? How do they go about it? Have them list some ways commercials try to get people to buy their product. (Jeffrey Schrank in his book, DECEPTION DETECTION, lists some of the following ways in which advertisers push their products: unfinished claims, different and unique claims, vogue claims, band-wagon the customer and rhetorical questions.

Step 2. Give each student a copy of the handout. Ask them to find out what is wrong (if anything) with each advertising claim. What propaganda methods are used to sell the product?

Step 3. Have students rewrite the inaccurate ads to make them more truthful.

Step 4. Have students read their new versions of the ads and compare the changes they have made.

Follow-up:

1. Have students bring to class other examples of propaganda techniques. These could include political campaigns, ideologies, special interest groups (Ku Klux Klan, American Nazi Party, Palestinian Liberation Organization, Jewish Defense League), and others.

2. Have students research the historical origins of propaganda. What are its purposes and uses?

3. Another use of advertising is the reinforcement of existing perceptions and stereotypes of other people. Get students to document the presence of stereotypes and sex roles in advertisements. Have them rewrite the ads to eliminate sex role and cultural stereotyping.

4. Compare identical products and find which ones compete with each other yet are produced by the same company. Compare prices and advertising claims.

5. Jeffrey Schrank lists excellent ways to seek out deception in the market place.
   A. researching honesty-in-labeling in food products--naming foods according to their true ingredients.
   B. listing euphemisms and sound-alike words used by the food industry to deceive customers.
   C. writing a guide for shoppers listing the most often used additives in foods.
   D. study claims made for drugs and medicine sold over the counter.
   E. evaluate the food business and real estate, and travel sections of your local paper on the basis of consumer information and advertising.

# PERSPECTIVE AND WRITING

Title: WRITING DOES MAKE A DIFFERENCE

Introduction: The same subject can be treated in different ways depending on the perspective of the writer. An event such as a car accident or an incident like Watergate can have several different, often conflicting, interpretations. Cultures with dissimilar customs and histories are often subject to misinterpretations and ethnocentrism when they are written about from outside their culture. There is a tendancy to impose one's own values and standards on another culture when writing about it. In this activity students compare writings on a unique clutural custom to detect cultural bias and differences.

Objectives:

To detect cultural bias in writing.

To compare writing styles of different authors on similar subject or theme.

To compare writers' treatment of values as they relate to cultural customs.

Time: One class period

Materials: Handout 11, "Buzkashi"

Procedure:

Step 1. Pass out copies of the two excerpts of writing on buzkashi--the national sport of the country of Afghanistan.

Step 2. Have students read the two excerpts (#1 is an article which appeared in Natural History magazine, #2 is a passage from James Michener's Caravans).

Step 3. Have students compare the two versions they have just read according to the following criteria:

A. audience writer is appealing to

B. style of writer

C. evidence of cultural bias in the writing

D. historical background on the subject (origins, rules, etc.)

Which did they enjoy more? Why?

Step 4. After students have shared their findings, have them choose a style and write their own stories describing the sport of buzkashi.

Follow-up:

1. Have students edit cultural bias from the excerpts. How does it affect the writing?

2. Have students research the sport of buzkashi and do an in-depth written report on it. Or, get them to investigate another sport while paying attention to cultural and historical origins, social customs, tales, and so on.

3. Show the film Buzkashi (available from International Film Foundation in New York). This is an excellent film of an actual buzkashi match. Have students compare this media account of the sport with the written version. Which is closer to the truth? Which do they prefer? Why?

Title: MY THEORY OF THE WORLD

Introduction: In this activity, students compare different cultural and historical theories of the world in an effort to define and write their own.

Objectives:

To compare cultural and historical views of the world.

To examine various creation myths in order to expose students to different world views.

Time: One class period

Materials: Handout 12, "Five Theories of the World"

Procedure:

Step 1. Distribute handout. Explain that these are attempts by different cultures to explain the world, its origin, and humankind's place in the universe.

Step 2. Have students read the selections and try to identify each cultural group with each belief. What data in the theories of the world led people to choose the groups they did? What natural events are described?

Step 3. Ask students, individually or in small groups, to list the factors (e.g. ideas, beliefs, scientific proof, religious beliefs) make up the different theories.

Step 4. Tell students which cultural groups hold these theories. Discuss reasons for these groups' having the particular world views that they do (some possible explanations might be religion, social customs, tradition, limited knowledge of the world).

Step 5. Have students write their own personal theory of the world. This should include their perception of what the universe is, its origin, the evolution of life, and their reasons for existence. (Teacher consideration: this part of the activity is not meant to be a debate for or against evolution or a battle over students' religious beliefs. It is merely the beginning of an exploration into students' beliefs and feelings about the world and their place in it. The objective is simply to have students compare other cultural views of the world and to begin to see that their perceptions of the world are limited and subject to change.)

Step 6. If students are open to sharing, have them give their theories of the world to the class. Otherwise, have students keep these writings in a journal and have them write down their world view at set intervals. In this way, they can compare their personal changes and gauge their own growth.

Title: PROVERBS

Introduction: People in all cultures have devised oral and written sayings to express their views of the world. When these sayings are passed on over time, they acquire the weight of tradition as well as truth. Such sayings have come to be known as proverbs. Proverbs are usually explicit and concise. But they almost always contain great meaning. In this activity, students will look at proverbs from around the world and compare them with American ones.

Objectives:

To compare proverbs of other countries with those of the United States.

To recognize similarities and differences between proverbs.

To have students express themselves by writing their own proverbs.

Time: Two class periods

Materials: Handout 13,"Proverbs"

Procedure:

Step 1. Distribute handout. Have students read the proverbs; then go through them one by one asking students to explain each proverb in their own words.

Step 2. Ask students to give reasons for the existence and popularity of proverbs. What is it, exactly, that makes a proverb? Have them begin to define the word. Example: a proverb is a short statement of wisdom or advice that is part of a people's everyday language.

Step 3. Have students list some common American proverbs and read them aloud to the class. How are they similar to or different from those from other parts of the world? What is the subject or theme of each? Get a good discussion going on all the topics proverbs could cover.

Step 4. Have students collect as many proverbs as they can. Tell them to use other people as resources-parents, neighbors, relatives, friends, teachers. Go over their finds in class and list the proverbs they found on the board. Discuss the meanings of these proverbs.

Step 5. Have students write their own proverbs. Remind them of the universal application of proverbs.

Step 6. Have students share their proverbs with the class. Discuss whether or not they were able to invent their own proverbs. Which ones do they feel were the best?

Follow-up:

1. Have interested students research the history and origins of a proverb and report back to the class. A question they might want to look into is whether there is more than one proverb to express the same idea. Or are there two proverbs which say exactly the opposite things? For example, "haste makes waste" and "he who hesitates is lost".

2. Have students use their proverbs in public (around the school, with friends, at home) to see if they gain acceptance by other people.

3. Make posters or signs of the new proverbs and place them around the room. Put up new ones as they are thought up.

Teacher Considerations:

This activity does not have to be done in the order in which it is written. Use whichever parts are relevant to you and take as long with the activity as you like.

Title: IT MAKES THE WORLD GO ROUND

Introduction: One way to increase students' understanding of the world is by looking at other cultures. By making cultural comparisons in such areas as values, beliefs, lifestyles, customs, religion, and sex roles, we not only learn more about other cultures but also about ourselves. It can provide the opportunity to reexamine our perceptions of the world. In this activity, students make comparisons between marriages in India and in the United States.

Objectives:

To compare marriage customs and sex roles in India and the United States.

Making cross-cultural comparisons, students examine social customs and values as expressed in India and the United States.

Time: One class period

Materials: Handout 14, "It makes the World Go Round"

Procedure:

Step 1. Distribute handout. Have students read it, noting the Indian view of marriage that is presented.

Step 2. Have students write a dialogue to present the American point of view concerning marriage. Make sure they write their conversation as if they were explaining marriage in the United States to someone from another country.

Step 3. Ask for volunteers to read their conversations to the class. Have students compare their versions and list their similarities and differences.

Follow-up:

1. Ask students to list reasons for the differences in social customs between two cultures.

2. Have students compare the sex roles between women in India and women in the United States.

3. Compare the values Radhika applies in choosing a husband with those important to Heather.

PERSPECTIVE IN THE NEWS

Title: USING THE NEWSPAPER

Introduction: Many resources can be used in conjunction with writing activities. One of the most readily available, as well as least expensive, is the newspaper. Whether a local daily or a newspaper from another city or country, it can be used in numerous ways to stimulate students' writing abilities.

Objectives:

To use a newspaper as a creative writing resource.

To use current events and information found in newspapers as material for writing exercises.

Time: One or more class periods

Materials: Handout 15, "Uses for the Newspaper"
Newspapers for the whole class

Procedure:

Step 1. Select ideas from the handout on newspapers to use with the class.

Step 2. List these suggestions on the board, giving students a choice of examples on which to write.

Step 3. Pass out an assortment of newspapers or sections of a newspaper. Have students complete the writing assignment using the newspaper as their resource.

Title: WRITING AND THE NEWS MEDIA

Introduction: The news media is a global issue. News about the world takes many forms. It is broadcast over radio and television, written about in newspapers, magazines, and books, and is passed on by word of mouth. News, however, is not always an objective matter. It is often distorted or biased or slanted. This can be done unconsciously or knowingly to influence people. Whatever form it takes, news and the media that publicizes it have a profound effect on the world. In this activity, students experiment with the writing of the news from a number of different viewpoints.

Objectives:

To write stories from a number of different perspectives.

To recognize that the news is seldom objective but is written to influence people in certain ways.

Time: One to two class periods

Materials: Handout 16, "TV Stations"
Handout 17, "New Items"
Handout 18, "Editorial"

Procedure:

Step 1. Explain to students that they are going to write news stories and present them to the class as a news program. Have them break into groups of 3 or 4 students each.

Step 2. Give each group a copy of the handout. Explain that these are topics for news stories. Also included is a news item for an editorial. Distribute copies of the different news perspectives. Tell students that each group will be writing the news from a different perspective--either trying to prove a point or to influence people in some way. Designate the groups but do not let any one group know what any of the others are doing.

Step 3. Have each group choose any 3 news items to write about from their perspective. They can choose any 3 they wish but they should be items that easily fit their slant on the news.

The reports should be about one minute in length when they are read aloud. Also have each group write a one minute editorial.

Step 4. Inform students that each group will present their news reports and editorial to the class as if they were a TV news team. The rest of the class will try to guess from which perpspective that group was writing.

Step 5. Have each group present their version of the news to the class. They may organize themselves any way they wish but will probably use television news as their model. Have other groups guess the perspective from which each was writing.

Follow-up:

1. Discuss with students how easy or difficult it was to slant the news to a particular point of view. How do these perspectives compare with the news they see on TV? read in newspapers? How objective is television news reporting? Are there other perspectives that could be added to this list?

2. Have students watch a television news program and document the news reporting. Is it objective? Were there news stories that they thought were biased or slanted in some way? Bring results to class.

3. Have students try to write an unbiased objective news story. Use one of the news items if you wish. What are its advantages and disadvantages? Was it easier or harder to write?

4. Have students follow the same format but this time write a one minute commercial for a fictitious product (like Crispy Crunchy Cereal). You can use the same perspectives or make up your own. Then have groups make their pitch and have the rest of the class guess what audience that group was appealing to. Then have students document the perspectives of ads they see on TV or in magazines. Bring results to class and discuss.

Title: THAT DIRTY LITTLE WAR

Introduction: Ideas are expressed in many ways. Depending on the situation, some forms of expression can be more effective than others. History is full of examples of ways in which ideas have been successfully communicated to people. The forms they take can range from appeals to emotion to disclosure of facts. In this activity, students compare different forms of expression concerning one subject.

Objectives:

To compare different forms of expression dealing with the Vietnam War.

To determine the effectiveness of different modes of expression in communicating an idea.

Materials: Handout 19,"That Dirty Little War"

Procedure:

Step 1. Ask students to make a list of all the forms of expression they can think of. (This list should include writing, talking, gestures, symbols, painting, media, pictures, maps, charts, etc.)

Step 2. Tell students that there are many ways to express oneself. The same idea can often be expressed in several ways. And one mode may be more effective than the others in communicating that idea to people. Explain to them that they are going to look at some different modes of expression that deal with a single subject.

Step 3. Pass to students the handouts titled "That Dirty Little War." Explain to them that these are examples of forms of expression written or created during and about the Vietnam War.

Step 4. Ask students to read through the examples - posters, cartoon. map, chart photograph, magazine article, quotation. Have them decide which is the most effective statement about the war in Vietnam. How would they change any of these examples to make them more effective?

Step 5. Have students pick a topic (or have them choose from your list) and bring in examples of statements made about it. They should attempt to bring in the following: poster or symbol, cartoon, map, chart or graph (if applicable) photograph, written message (article in magazine, newspaper account, etc.), and quotation.

Step 6. Have students make a collage or poster of their forms of expressions and post them around the room for comparison.

Title: ON YOUR OWN

Introduction: Perceptions, of course, affect behavior. They also affect the way we see the world and what we write. Even the way we write is influenced by our perceptions. Students bring a myriad of experiences, conceptions, and feelings to their writing. In this activity, students are truly on their own to investigate their own and other people's perceptions and writing styles.

Objectives:

To compare the styles of various writers.

Given a story, to rewrite it from different people's perceptions and viewpoints.

To become aware of the influence of perception in what is written.

Time: One to two class periods

Materials: Handout 20, "On Your Own"

Procedure:

Step 1. Inform students that they are going to look at a global issue from a number of different perspectives. (In this case, the example used is the Arab-Israeli conflict in the Middle East.) Explain to them the role that perception plays in determining how we see and relate to the world.

Step 2. Give each student a copy of the handout. This is a list of suggestions for writing topics dealing with this global issue. (Depending on the teacher's subject matter, the content may be different but the format can still be followed.) Students are to choose (or are assigned) one of these writing exercises. The purpose is to get students to experiment with different writing styles as well as to examine a controversial subject from several perspectives.

Step 3. Have students share their written work and explain their reasons for their approaches to writing. Brainstorm for more writing ideas.

# THE LANGUAGE OF PROTEST

Title: HUMAN RIGHTS POSTERS

Introduction: People use many forms of expression to make their views known. Writing letters, running for political office, starting educational programs, going on strike, or joining protest demonstrations are just some of the ways people express their committments. Protest posters are a part of most demonstrations. People usually demonstrate because they want others to know their position on an important issue. Posters allow the demonstrators to quickly and succinctly express their point of view. In this activity, students will make posters expressing their views on the issue of human rights.

Objectives:

To design and make a protest poster that demonstrates an understanding of a group's position on an issue.

To learn the function of protest posters.

To analyze a poster to determine the perspective of the group using it.

Time: One class period to make posters.
One class period to present and discuss posters.

Materials: Handout 21, "Human Rights Posters"
Newsprint or poster boards
Magic Markers

Procedure:

Step 1. Ask students if they have ever seen or been to a demonstration. Have them explain what it is and why people carry posters or signs. Ask them what can be learned about the people and the cause from reading the posters.

Step 2. Hand out different scenarios to each of four groups of students and have them make appropriate posters. Bring examples from newspapers or magazines. Give students a day or two to think of and look for good poster ideas. It may also be necessary to provide background information about the issues, in this case human rights, yet the purpose of the activity is to have students identify the key aspects of the problem through making posters.

Step 3. Have students make posters that reflect the views of the scenario.

Follow-up:

1. Have students explore further the issue of human rights. Have them look at related topics such as political prisoners, genocide, freedom of expression, and cultural rights. Have them read The United Nations Declaration of Human Rights.

2. Change the scenarios to deal with human rights issues in the United States. Are students' posters different or similar when dealing with cases that occur within the United States?

3. Have students meet with others and represent their positions in a discussion much like a senate committee hearing. The success of such a presentation will depend on the students' background and familiarity with the issue.

4. Change the context and have students make posters dealing with other issues such as the different sentiments between factions during the American Revolution or during the Vietnam war. Posters could depict people's feelings about controversial issues such as taxes, energy, or pollution. The possibilities are endless.

Title: THE POETRY OF PROTEST

Introduction: When students write, they should experiment. World literature is full of examples of different writing styles and modes of expression. One very expressive but simple technique is poetry. In this activity, students compare the literature of social consciousness movements as reflected in anti-war poetry and poetry about political dissent and human rights.

Objectives:

To use poetry as a method of self-expression.

To compare writing style, form, and mode of expression.

To explore the writing of contemporary political protest.

Time: One or more class periods.

Materials: Handout 22, "Protest Poetry"

Procedure:

Step 1. Ask students to think of examples of ways in which people express themselves in writing, such as letters, poetry, newspaper stories, posters, graffiti, novels, memos.

Step 2. Explain to students that some forms of expression are more effective than others in conveying a message. There may be several ways of writing about a concept or idea depending on the audience. Ask students if they can think of any examples of writing that appeal to one group over another.

Step 3. Distribute handouts. Explain that these poems all deal with political protest or dissent in some way.

Step 4. Have students read the poems and compare them based on the following criteria:

A. What event or situation does the poem describe or allude to?
B. What is the theme or point of view of the poem?
C. What is the author protesting in the poem? Supporting?
D. What is the worldview of the author?
E. Which poem makes the strongest statement in favor of human rights and why?

Step 5. Have students compare their results, either in small groups or as a class.

Step 6. Have students write poems protesting or showing their concern for some social condition that they consider unjust.

Follow-up:

1. Have students bring into class other examples of writing that deal with political protest and human rights. Get them to bring in as many modes of expression as they can find- narrative, polemic, propaganda, poetry, prose, short stories, biography, historical document.

2. Have students compare the writing of protest over time and cross-culturally to make comparisons from an historical and cultural perspective.

   Some excellent source materials are: Poems of War Resistance, edited by Scott Bates; Poems of Protest edited by Arnold Kenseth; On Freedom's Side edited by Aaron Kramer; and In the Time of Revolution: Poems from Our Third World edited by Walter Lowenfels.

3. Collect (or have students collect) record albums containing songs and music from protest movements. These could include anti-war songs, labor movement and unionizing songs, and civil rights marches. Have students compare the themes in the music as well as the language used and historical events mentioned.

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# WRITING MOTIVATORS

MOTIVATOR #1

Motivator #1 is an intangible. This motivator is the inspiring of young people to investigate the experience of past generations and to apply this knowledge to the understanding of problems of their own world.

MOTIVATOR #2: CLASHING INTERPRETATIONS

Clashing interpretations may send students into writing. Interpretations of history and of historical figures sometimes disagree. These clashes may interest students and stimulate them to dig into the past.

MOTIVATOR #3: BELIEVE-IT-OR-NOTS

Questions that have a "beleive-it-or-not" quality provoke curiosity. They fly in the face of what students have heard or what they would expect.

MOTIVATOR #4: PURPOSEFUL PROJECTS

Purposeful projects involve students. Here, instead of purposeless writing and busywork, the assigned writings contribute directly to the attainment of competencies the students know to be immediately useful.

MOTIVATOR #5" "NOW" APPEAL

It is often possible to inject "now" into questions about history. Student interest may be stirred in linking up the far away and the long ago with the here and now.

MOTIVATOR #6: INFLAMMABLES

"Inflammables," Engle and Longstreet's word for provocative questions, intend to elicit strong reaction. They need not encourage cynical or iconoclastic attitudes. Instead, with a guiding hand present, they can generate thoughtful writing.

MOTIVATOR #7: CONTROVERSIAL ISSUES

Issues students are seeing in the day's headlines and hearing hotly debated can ignite their interest.

MOTIVATOR #8: PUZZLE APPEAL

Situations that leave the student puzzled may motivate writing in order to solve the puzzle.



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MOTIVATOR #9: TAPPING YOUNG PEOPLE's SOCIAL CARING

Many young people today feel genuine concern about social problems. We can make this a more informed concern, help channel it into constructive action, and use it as a stimulus to writing.

MOTIVATOR #10: GIVE A MINI-PREVIEW

You can catch students' interest and set the stage for a coming assignment through a mini-preview.

MOTIVATOR #11: COLORFUL PHRASINGS

Lively language excites the imagination and may spark creative writing.

MOTIVATOR #12: INJECT "YOU-APPLEAL"

Injecting "you" into a question adds interest through personal involvement.

MOTIVATOR #13: STRIKING STATEMENTS STIMULATE READING

Striking statements ask for analysis; they invite inquiry. Make a preposterous statement, one sure to provoke controversy or one that flies in the face of the truth. Challenge the protesting students: "Prove me wrong!" To do so, they dig into primary sources.

MOTIVATOR #14: SET A CHALLENGING TASK

Students are unlikely to read "just to get it over with"--or not to read at all--if the reading is associated with challenging tasks. An instructor whose students read eyewitness accounts of the Spanish conquest of the Incas sparked interest by taking on the class in a debate.

MOTIVATOR #15: MAKE A TIE-UP WITH TODAY'S PROBLEMS

Although much that is between the covers of history books may seem eons away from today's students, there can be a tie-in with today's world and its problems in almost all social studies subjects.

MOTIVATOR #16: CREATE A "YOU-ARE-THERE" EFFECT

The pages of history are crowded with the dilemmas faced by past generations. Many present opportunities for some form of role-playing. Younger students and those interested in dramatics respond especially well to questions that put them in someone else's shoes. Such questions may send the students to eyewitness accounts, including diaries and biographies, to historical novels, and to textbooks.

MOTIVATOR #17: THE MOST STRIKING SEND-OFF?

As you plan an assignment, you might ask, "How can I introduce this reading in the most striking way?" Instead of "Read pages 456 to 463," try speakers, panel discussions, or dramatic introductions.

# STIMULATE CREATIVE WRITING

1. Write a biography of the person sitting next to you.

2. Personify some abstract idea or quality (love, democracy, God, beauty) and write about it as if it were a person you knew well.

3. Write down your dreams or fantasies. Pick an object and write down what its dreams might be (an egg, a bottle, an ear).

4. Write the words to a piece of instrumental music.

5. Collect pictures from magazines such as Time, National Geographic, and Life, or a newspaper. Have students write stories to accompany the pictures. Try it with art reproductions and personal photographs.

6. Write captions for pictures.

7. Make a comic book or comic strip.

8. Have students record all the superstitions they can find.

9. Have students select a controversial topic such as prejudice, apartheid, war, or abortion and write two essays--one attacking the position, the other defending it.

10. Anti-Ads. Have students write advertisements to get people to stop using a product. (See the book Giraffe Raps.) Example: "It's springtime, why spoil it with a cigarette?"

11. Describe a new invention--what does it look like, what is its function? (e.g. design a new eating implement).

12. List or describe the uses for an ordinary object such as an old razor blade, a safety pin, a button, or a newspaper.

13. Develop a word picture describing an abstract quality (brotherhood, peace, poverty, interdependence).

14. Keep a log for a spaceship traveling in the 21st century.

15. Present sentence starters to students and have them write a story using one as the first sentence of the story. Or reverse the process and give them the ending sentence.

16. Write the history of an event or occurrence that could appear in your autobiography.



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17. Show students pictures of famous historical events. Have them write about what happened in other places either because of or in spite of that event. What was going on beyond the frame of that picture?

18. Keep a journal of your dreams.

19. Have students find examples of similes and metaphors in poetry. Then have them write their own.

20. Show a film without narration or without sound. Have students summarize what they have just seen or create a narration or dialogue for the film. (Or show the 3 minute film American Time Capsule and have students describe what they see.)

21. Have students write a modern American folk tale; add a moral for good measure.

22. Practice sentence expansion to eliminate ambiguity. Use newspaper headines as examples. Follow up with a story to clarify title.

23. Practice writing different poetic forms such as haiku (3-line poem, non-rhyming, usually about nature, 5-7-5 syllable count) or cinquain (5-line poem, one form following 2-3-4-5-2 syllable count) relating to global issues such as pollution or hunger.

24. Have class write a description or definition of some common object or idea by having each student add to what another has written to form a class composition.

25. Have students describe their ideals in terms such as an ideal government, an ideal world, or an ideal friend.



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# IT GETS CURIOUSER AND CURIOUSER

The following are all examples of "language curiousities." Try and add as many of your own examples as you can.

1. Slow Children Crossing
2. Watch for Falling Rocks
3. No Parking Beyond This Point Enforced
4. Deer Crossing
5. Right Lane Must Turn Right
6. Stop School Bus Loading
7.
8.
9.
10.

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# THEY WORK BOTH WAYS

Here are 25 sets of definitions. If you get the correct answer for the first definition, simply reverse its spelling and you have the correct answer for the second definition. For example, suppose your definitions were *To spoil* and *A male sheep*. The first answer would be MAR. Reverse the spelling and you have the second answer, which is RAM.

A score of 12 pairs is good; 15 is excellent; 20 is superb; and 23-25 is extraordinary.

| | | | | |
|---|---|---|---|---|
| 1. | Cooking tools | _____ | _____ | Cease |
| 2. | Apply gently | _____ | _____ | Not good |
| 3. | Put on | _____ | _____ | Affirmative head motion |
| 4. | Straight metal fastener | _____ | _____ | Catch, pinch |
| 5. | Smooth; streamlined | _____ | _____ | Steel pieces on ships |
| 6. | Portion; separate | _____ | _____ | Snare; catch |
| 7. | Angry | _____ | _____ | Structure confining water |
| 8. | Play area | _____ | _____ | Cart for heavy loads |
| 9. | Gratuity | _____ | _____ | Deep hole |
| 10. | Revolve quickly | _____ | _____ | Sips of liquor |
| 11. | Shopping area | _____ | _____ | Streetcar |
| 12. | Money | _____ | _____ | Implement |
| 13. | Circular structure or line | _____ | _____ | Cement enclosure for water |
| 14. | Make merry; delight in | _____ | _____ | Bar used as a pry |

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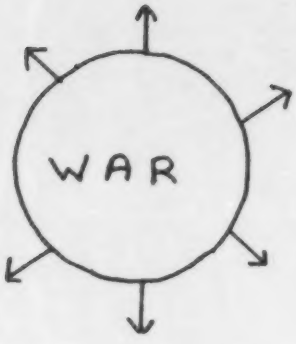
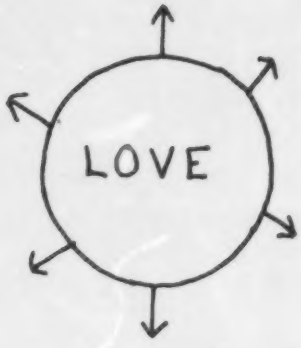
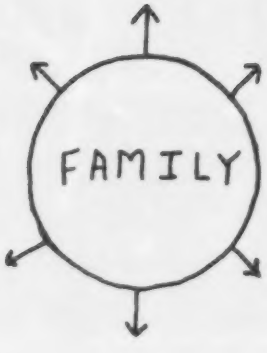
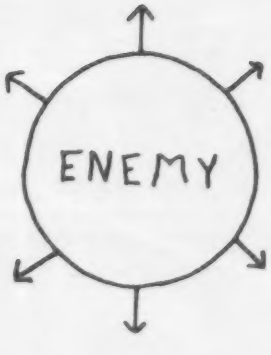
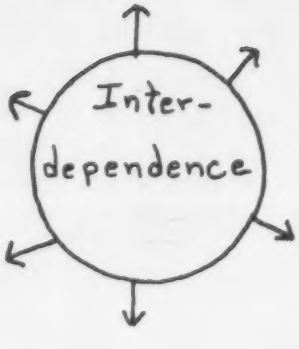
# WORD POWER



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# TERMINOLOGY OF DEVELOPMENT

Below are some terms which have been used to describe nations and regions of the world:

-- Developed World
-- Underdeveloped World
-- Developing World
-- Emerging Nations
-- Rich Nations
-- Poor Nations
-- Developing Nations
-- Third World
-- Advanced Nations
-- Backward Nations
-- Dependent Countries
-- Interdependent Countries
-- Less Developed Countries (LDC's)
-- Afro-Asian Bloc (or World)
-- Non-White World
-- Western World
-- Non-Western World
-- Uncommitted Nations
-- Northern/Southern Hemisphere
-- Hungry Nations
-- Technologically Less Developed Nations
-- Haves vs. Have-Nots
-- Fourth World

# REWRITING HISTORY

1. Nor have We been wanting in attention to our British brethren. We have worned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

Thomas Jefferson, Benjamin Franklin, John Adams

2. . . .a wise and frugal Government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government, and this is necessary to close the circle of our felicities. . .

Jefferson's Inaugural Address (1801)


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3. Observe good faith and justice toward all nations. Cultivate peace and harmony with all. Religion and morality enjoin this conduct, and can it be that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great nation, to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence.

Who can doubt that, in the course of time and things, the fruits of such a plan would richly repay any temporary advantages that might be lost by a steady adherence to it?

Can it be, that Providence has not connected the permanent felicity of a nation with its virtue?

The experiment, at least is recommended by every sentiment which ennobles human nature.

Washington's Farewell Address (1796)


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4. When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

The Declaration of Independence
(July 4, 1776)


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# SAY AGAIN, PLEASE

FORM 1*

"In the event of default in the payment of this or any other Obligation or the performance or observance of any term or covenant contained herein or in any note or other contract or agreement evidencing or relating to any Obligation or any Collateral on the Borrower's part to be performed or observed; or the undersigned Borrower shall die; or any of the undersigned become insolvent or make an assignment for the benefit of creditors; or a petition shall be filed by or against any of the undersigned under any provision of the Bankruptcy Act; or any money, securities or property of the undersigned now or hereafter on deposit with or in the possession or under the control of the Bank shall be attached or become subject to distraint proceedings or any order or process of any court; or the Bank shall deem itself to be insecure, then and in any such event, the Banks shall have the right (at its option), without demand or notice of any kind, to declare all or any part of the Obligation to be immediately due and payable, whereupon such Obligations shall become and be immediately due and payable, and the Bank shall have the right to exercise all the rights and remedies available to a secured party upon default and under the Uniform Commercial Code (the "Code") in effect in New York at the time, and such other rights and remedies as may otherwise be provided by law."

*Flightime*, September, 1978, pp. 41-43; 55.

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FORM 2*

I'll be in default:

1. If I don't pay an installment on time; or

2. If any other creditor tries by legal process to take any money of mine in your possession.

You can then demand immediate payment of the balance of this note, minus the part of the FINANCE CHARGE which hasn't been earned, calculated as stated in the Prepayment paragraph. You will also have other legal rights, for instance, the right to repossess, sell and apply security to the payments under this note and any other debts I may then owe you.

*Flightime*, September, 1978, pp. 41-43; 55.

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# TRUTH IN ADVERTISING?

Helps control dandruff with regular use.

Listerine fights bad breath.

Ivory liquid for younger-looking hands.

Only half the price of many color sets.

Genuine imitation processed cheese.

You can be sure if its Westinghouse.

Magnovox gives you more.

Geritol has more than twice the iron of ordinary supplements.

Winston tastes good like a cigarette should.

Wonder Bread helps build strong bodies 12 ways.

Strong enough for a man but made for a woman.

You've come a long way, baby.

We do it all for you.

Tastes like the real thing.

Cleaner skin in only 5 days.

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# BUZKASHI

*Buzkashi*, which means "goat dragging" or "grabbing," is an exceptionally violent game that tribes in northern Afghanistan (Afghan Turkestan) plan on horseback. Besides expressing the fierce and incessant social rival , that preoccupies Afghans, *buzkashi* also indicates the important role that the horse has played in central Asian history. Early armies of nomadic horsemen could assemble quickly, cover great distances, attack, and at full gallop and without dismounting, sweep up women, animals, and plunder. Genghis Khan used cavalry to establish an empire that stretched from northern China to the Mediterranean. He then employed mounted couriers to transmit orders and news over his empire's routes.

Although *buzkashi's* historical origins are unclear, they may lie in a traditional exercise of central Asian horsemen, who trained by riding, in turn, past a ditch and attempting to pick up a beheaded goat, or *buz*. No one knows when its exercise became a game in which all riders simultaneously attempted to seize the goat, which is now a calf carcass.

Of the many Afghan sayings concerning horses, one is, "Better to have a poor rider on a good horse than a good rider on a poor horse," an expression of the Afghan belief that *buzkashi* belongs to the horse. In northern Afghanistan, the horse is the focus of complex personal tribal ambitions and rivalries. Chiefs feel that their honor is closely tied to the qualities of their horses and will spare no amount of

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*"Buzkashi" by Asen Balikei, *Natural History*, pp. 54-63.

 c 1978 CTIR

expense and energy on feeding and exercising their animals--and on the rituals surrounding them. Horse racing, once an important form of competition, has largely been replaced by the more violent pastime of *buzkashi*. One Afghan explained: "Everything in *buzkashi* is rivalry."

The groups involved in *buzkashi* on the vast plain of northern Afghanistan are primarily Uzbek and Turkoman (Turkic-speaking) populations, seminomadic sheep breeders and dry farmers who migrated across the Amu Darya (ancient Oxus River) from Central Asia. Among them live large groups of Persian-speaking Tajik, who excel at irrigation farming, and more recent settlers like the Hazara, of Mongol origin, and the Pushtuns, who are either farmers of nomads.

In recent years, *buzkashi* games have become more frequent. At the end of the nineteenth century, during the last part of Afghanistan's feudal period, tribal chiefs faced a weak central government, and fought continually among themselves for supremacy. Since the beginning of the twentieth century, the central government has gradually grown stronger. Simultaneously, *buzkashi* has replaced actual warfare as the most visible manifestation of the chiefs' poliitical ambitions.

# CARAVANS

The time had now come for disbanding the camp and I discovered that this event was traditionally marked by a game of Afghan polo. Early one mornming Zulfiqar sent Maftoon to find me and the cameleer asked, "You like to play polo?"

I said, "Tell Zulfiqar I know nothing about polo," but Mira clapped her hands and cried, "Tell Zulfiqar he'll play." But when I saddled up she checked the lashings and warned, "Better tie everything twice. The game can get rough."

I joined Zulfiqar and we rode to a field east of the confluence, where children waited, chattering with excitement, and the women of the camp, who made a place for Ellen and Mira. The field was crowded with horsemen clustering about the old Hazara, who was trying to establish some rough-and-ready rules. He did not ride his horse well, for under his left arm he held a white goat who struggled to get free, but the old man did succeed in showing us the two goal lines, about two hundred yards apart. Then he cried, "Shakkur, have your men pass out the arm bands," and the big Kirghiz gave the signal.

Shakkur gave me a white arm band and said, "Fight well."

It was to be south-of-the-Oxus versus north-of-the-Oxus, for Shakkur kept on his team the Uzbeks, Tajiks, Kazaks and Kirghizes, while Zulfiqar had riders from Afghanistan, India, China and Persia. There were about forty to a side, but the reasons which became apparent to me later on, no one bothered to insure that we were evenly matched.

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James A. Michener, *Caravans*, pp. 296-299.



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Zulfiqar's White team lined up to defend the eastern goal and the Russians opposed us. In the center the old Hazara held aloft the goat by his rear legs while an Uzbek whipped out a knife and out off the animal's head. With a savage cry the umpire threw the goat's body high in the air and left the field, not to interfere again. Before the goat, spurting blood, could land, a Tajik horseman swept in, caught the animal and raised it over his head in a mad gallop toward our goal line. He had covered only a few yards when he was hit from three sides by our riders, who tackled, grabbed, gouged and beat him. Finally one of our Turkomans leaped almost clear of his horse, grabbed the goat and wrenched it away from the battered Tajik, who was now bleeding from the mouth.

Our Turkoman set off boldly for the Russian goal, but a force of shouting Uzbeks and Kirghizes slammed into him and not only stole the goat but also knocked down his horse, so that he catapulted across the rocky playing field. No one stopped to see if he was hurt, and after a while he recovered his horse and rejoined the game. Meanwhile, one of our Afghans drew even with Uzbek who had captured the goat and literally threw himself at his opponent, knocking the Russian rider right out of the saddle, but before the goat touched the earth, Shakkur the Kirghiz sped in, caught it by one leg and fought his way through the mob to find himself with a clear path to our goal. The polo game was over, for no White rider could possibly catch him.



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At this point the essential feature of Afghan polo was made clear. When the victorious Russian team saw that their captain was about to score they regretted that the game was ending, so one of their own men, a fiery Uzbek, set forth in hot pursuit and just as the baldheaded sharif was about to cross our line, this Uzbek teammate came up from behind, gave him a wallop across the back of his neck, grabbed the goat and brought it back into play. Both sides applauded, and the game continued. Thereafter, when some player threatened to score, his own teammates slugged him, gouged him and tried to knock him from his horse. It was always one rider fighting forty of the enemy plus thirty-nine of his friends, and sometimes it was the latter who did the worst damage.

For nearly sixty bruising minutes we played without my distinguishing myself--it seemed that half the other riders were bleeding from the mouth--when I happened to gallop past the children of our caravan and heard them shout, "Get in the game." I saw Ellen, and she looked a bit stunned by the brutality of the sport, but little Mira was furious. "Why did I get you the horse?" she shouted. "Do something!"

So I dashed into the middle of the fracas, where I accomplished nothing until a north-of-the Oxus Kazak broke loose with what was left of the goat and headed in my general direction. It was apparent that unless I stopped him, the game was over, so I tried to turn him back into the mob, but the Russian decided that he could scare me into yielding ground, so he drove directly at me, and so far as I was concerned his strategy would have worked, for I was willing to withdraw, but Moheb's horse had


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been trained for just this kind of challenge and, ignoring my reins, leaped ahead seeking contact. We struck the Kazak with stunning force, spun him around and caused him to drop the goat, which to my surprise I caught.

But before I got started for the Russian goal, I caught a glimpse of Shakkur bearing down on me and in order to escape him tried evasive action. He anticipated my move and with his left arm clubbed me across the back so violently that I nearly pitched over my horse's head. In attempting to regain control I exposed the goat, which Shakkur grabbed, literally tearing it from me. He rode off with the body; I was left with one leg.

Dazed from his blow, I started in pursuit, but the chase was fruitless, for Shakkur had a clear run for the goal, and even though one of his own Kazaks tried to knock him from his horse, the big sharif defended himself by clubbing the Kazak in the face with the bloody goat. Thus ended our game of polo, the sport of gentlemen.


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# FIVE THEORIES OF THE WORLD

I Modern physics has shown that the rhythm of creation and destruction is not only manifest in the turn of the seasons and in the birth and death of all living creatures, but is also the very essence of inorganic matter. According to quantum field theory, all interactions between the constituents of matter take place through the emission and absorption of virtual particles. More than that, the dance of creation and destruction is the basis of the very existence of matter, since all material particles self-interact by emitting and reabsorbing virtual particles. Modern physics has thus revealed that every subatomic particle not only performs an energy dance but also is an energy dance--a pulsating process of creation and destruction.



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I In the beginning Elohim created the heavens and the earth. The earth was without form and void, and darkness was upon the face of the deep and the wind of Elohim was moving over the face of the water.

And Elohim saw that the light was good; and Elohim separated the light from the darkness. Elohim called the light day, and the darkness Elohim called night. And there was evening and there was morning, one day.

And Elohim said, "Let there be a firmament in the midst of the waters, and let it separate the waters from the waters." And Elohim made the firmament and separated the waters which were under the firmament from the waters which were above the firmament. And it was so. And Elohim called the firmament Heaven. And there was evening and there was morning, a second day.

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III In the beginning, this universe was nothing but the Self in the form of a man. It looked around and saw that there was nothing but itself, whereupon its first shout was "It is I!", whence the concept "I" arose. (And that is why, even now, when addressed, one answers first, "It is I!", only then giving the other name that one bears.)

Then he was afraid. (That is why anyone alone is afraid.) But he considered, "Since there is no one here but myself, what is there to fear?", whereupon the fear departed. (For what should have been feared? It is only to a second that fear refers.)

However, he still lacked delight, (Therefore, we lack delight when alone.) and desired a second. He was exactly as large as a man and woman embracing. This Self man divided itself into two parts; and with that, there were a master and a mistress.

The male embraced the female and from that the human race arose. Then he realized, "I actually am creation; for I have poured forth all this.", whence arose the concept "Creation."

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IV It is all from Wakan-Tanka that the Holy man has wisdom and the power to heal and to make holy charms. Man knows that all healing plants are given by Wakan-Tanka; therefore they are holy. So, too, is the buffalo holy, because it is the gift of Wakan-Tanka. The Great Mystery gave to men all things for their food, their clothing, and their welfare. And to man he gave also the knowledge how to use these gifts--how to find the holy healing plants, how to hunt and surround the buffalo, how to know wisdom. For all comes from Wakan-Tanka--all.

To the Holy man comes in youth the knowledge that he will be holy. The Great Mystery makes him know this. Some times it is the Spirits who tell him. The Spirits come not in sleep always, but also when a man is awake... with the Spirits the Holy man may communicate always, and they teach him holy things.

The Holy man goes apart to a lone tipi and fasts and prays. Or he goes into the hills in solitude. When he returns to men, he teaches them and tells them what the Great Mystery has bidden him to tell. He counsels, he heals, and he makes holy charms to protect the people from all evil.

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# PROVERBS

1. Chickens always come home to roost. (Alabama)
2. Ice three feet thick isn't frozen in a day. (China)
3. Young gambler - old beggar. (Germany)
4. Where the river is deepest it makes the least noise. (Italy)
5. If you climb up a tree, you must climb down that same tree. (Ghana)
6. You cannot get two skins from one cow. (England)
7. Eggs must not quarrel with stones. (China)
8. A horse that arrives early gets good drinking water. (Africa)
9. The love of money is the root of all evil. (Israel)
10. Words thoughtlessly said cannot be called back. (Louisiana)
11. The wife at another's house has the pretty eyes. (Africa)
12. God gives the milk but not the pail. (Germany)
13. Punch yourself to know how painful it is to others. (Japan)
14. A bird in the hand is worth a hundred flying. (Mexico)
15. Sing and cares disappear. (Poland)
16. One man's story is no story; hear both sides. (Japan)
17. God is a good worker, but he loves to be helped. (Spain)
18. Many a good man is to be found under a shabby hat. (China)
19. Fine clothes don't make the man. (Japan)
20. By trying often, the monkey learns to jump from the tree. (Zaire)
21. You can force a man to shut his eyes, but you can't make him sleep. (Denmark)
22. Two captains sink the ship. (Japan)
23. Little by little grow the bananas. (Dahomey)

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24. If you want to go fast, go the old road. (Burma)
25. Six feet of earth makes all men equal. (Italy)
26. Eat to live, not live to eat. (Greece)
27. He who stands with his feet on two ships will be drowned. (Russia, now the USSR)
28. A little in your own pocket is better than much in another's purse. (Spain)
29. Joy, moderation, and rest shut out the doctors. (Germany)
30. He who rides the tiger finds it difficult to dismount. (China)
31. It is when one is in trouble that he remembers God. (Africa)
32. A kind word will help build a house, a bitter one will destroy it. (Armenia)
33. He who sleeps with children wakes up sopping wet. (New Mexico)
34. Women hold up half the sky. (China)
35. The rain does not all fall on one roof. (Africa)

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# IT MAKES THE WORLD GO ROUND

A Conversation on Marriage

Heather: I just find it hard to believe that in India you want your parents to arrange your marriage, Radhika.

Radhika: Well, Heather, it seems strange to me that American girls should want to find their own husbands.

Heather: Does it really? I still can't believe it.

Radhika: Well, don't you find it humiliating to have to attract boys?

Heather: What do you mean?

Radhika: Let me try to explain. As I understand your system in America, getting married depends on whether a girl can attract a boyfriend. She must call attention to herself, using makeup, hair styles, and the latest clothing fashions to make herself look pretty. If she is shy, and doesn't want to do all that, she might end up unmarried.

Heather: Well, don't some women remain unmarried in India?

Radhika: Under arranged marriage, we don't have to worry about that. We know we'll be married. When we reach the proper age, our parents will find a suitable boy. We don't have to compete with other girls. We don't have to pretend we're better than we are in order to attract a boy. We can simply be ourselves. Trying to make a good impression on boys must truly be humiliating.

Heather: But how can you marry someone if you're not in love with him?

Radhika: We realize that love can blind us. It can make us ignore problems that will give us much trouble later on. Our

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parents are older and wiser. They are better able to choose the right boy. I could easily make a mistake because I am so young.

But don't think there is no love in arranged mariage. We expect to fall in love with our husbands, and that's what usually happens. An Indian poetress in the thirteenth century explained the way we view our future husband:

> Without seeing thy face I have given thee a place
> in my own eye, like the pupil.
> I have only heard thy name and I love thee.
> I have not seen thee, and yet I love thee as if I
> had seen and known thee.

Heather: But surely, this doesn't always work out. Don't some arranged marriages end in divorce?

Radhika: Well, yes, divorce sometimes occurs. More often, though, if the match is not a good one, people just put up with an unhappy marriage. If the family is poor, they might have no other choice.

But surely unhappy marriage is a bigger problem in America. I have read that one out of every three marriages ends in divorce in your country. Many seem to fall "out of love," don't they?

Heather: You're right that divorce affects many people in America. And I can see better now why you like arranged marriages. But there is one thing Americans insist on that you do not have in arranged marriage--individual choice. We do not rely on our parents to choose a husband for us. Our parents, after all, won't have to live with him, but we will.


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We want to make our own choice, our own decision. Even if it turns out to be an unhappy marriage, we don't wish to give up our right to choose.

Radhika: I see. Our different ways of choosing a marriage partner certainly show up interesting differences between our cultures.

Questions

1. What "interesting differences" between India and America can you see in this conversation? First, list what was important to Radhika in finding a husband. Next, list what was important to Heather. Then compare.
2. Compare Radhika's view of parents with your view of parents.
3. How would you answer Radhika's comment that it must be humiliating for girls to try to impress boys? Would she say the same about boys trying to impress girls? Are "looking just right" and "making good impressions" big worries of American teenagers?
4. What commercials would not be on television if America practiced arranged marriages?

# USES FOR THE NEWSPAPER

1. Creativity: roll up a piece of newspaper and tape it. What could it be? Ask students to pantomime their ideas for the class.
2. Creative Writing: take a comic strip out of the newspaper. Cover up the words and have students insert the captions.
3. Pass out newspapers to each member of the class and have them find and circle or underline all the parts of speech they can.
4. Take a newspaper, and cut out a word or words. Make this the basis of a collage.
5. Have groups of 2 or 3 write a short story using words cut out of a newspaper.
6. Use newspaper to make a papier mache art object, such as an animal. Paint it.
7. Cut out pictures from the newspaper and have the students make up stories about them.
8. Make a bulletin board entitled "In the News." Have students bring in articles, share them with the class, and put them on the bulletin board.
9. Have the students find and underline all words that mean "small" or "large," for example, on the first page of a paper.
10. List 10 countries or states mentioned in the first 10 pages of the newspaper.
11. Make a chart of the win-loss record for the hometown teams for different sports by following the sports section of the newspaper.

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Developed by Katherine J. Holderith

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12. Find your spelling words in the newspaper.
13. Dictionary Activity: Find words unfamiliar to the students in the newspaper. Have the students look them up in a dictionary and write down the meaning.
14. Summarize a particular newspaper article in two or three sentences.
15. Use newspaper as a background for a painting.
16. See how many ways you can make a paper airplane by folding a newspaper in different ways.
17. Wad up a piece of newspaper and tape it. Use it to play math basketball.


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# T V STATIONS

T V Station A

You hope to attract audiences by appealing to sensationalism, complete with dramatic pictures, reporting, and grim statistics.

T V Station B

You hope to attract audiences by focusing on controversial issues and conflict between different groups.

T V Station C

You hope to attract audiences by entertaining them; you try to use humor whenever possible.

T V Station D

You hope to attract audiences by the use of human interest stories, focusing on the lives and activities of ordinary people.

T V Station E

You hope to attract audiences by criticizing the inefficiency and corruption of government and elected officials.

T V Station F

You hope to attract audiences by providing useful and practical information that will help people solve real-life problems.



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# NEWS ITEMS

A. Earthquake strikes in Central America; causes over 500 deaths and leaves thousands homeless.

B. New kind of high-yield wheat developed which may help solve world food shortage.

C. Saudi Arabian businessmen buy controlling interest in American film company.

D. Rhodesia announces an easing of laws segregating black and white.

E. Development and production of electric cars as a source of pollution-free transportation announced.

F. Friends say that actor Paul Newman may go into politics, possibly running for Congress if he can develop enough support.

G. State court in New Jersey tells chemical company that it must stop dumping wastes in town's water supply.

H. Government issues warning on canned tuna fish distributed by Star of the Sea Canning Company; some cans have been contaminated and may cause severe illness.

I. National weather service predicts extremely cold winter this year.

J. British astronomer reports that a radio telescope has picked up signals from deep space that could be some form of intelligent communication.

K. The first successful human cloning is announced in Cambridge, Mass.

L. The long-standing border dispute between Vietnam and Cambodia may be almost settled; negotiators report that an agreement will be signed soon.

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M. Three members of the Italian terrorist group, the Red Brigade, responsible for the assassination of numerous government officials, were sentenced to life imprisonment in Rome today.

N. The annual population growth rate has begun to rise again in India after reaching an all-time low of 2% last year.

O. High school student sets new mark in Guiness Book of World Records by swallowing 43 goldfish.

P. Violence erupts again between blacks and Irish Americans on Boston's south side.

Q. A day in the life of a worker on the Alaskan pipeline (feature story)

R. Soybeans--a valuable source of protein for the world (feature story)

S. Cuban baseball team offers challenge to American club to play series to determine true world champion (feature story)

T. A report on increasing use of robots as household servants and office aides. (Feature story)

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# EDITORIAL

The city-wide strike of firemen and policemen is now entering its second week. At issue are the terms of the new contract for these city employees. Policemen and firemen walked off their jobs when negotiations with the city broke down. Since then, skeleton crews have been operating throughout the city. However, loss of property is rising. Arson has been reported in several parts of the city, and looting is becoming a problem in the business district. The mayor has said that the money for increased wages is simply unavailable and the union has vowed not to resume police and fire protection until wage demands have been met. Both sides are resisting arbitration.

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# THAT DIRTY LITTLE WAR...

*That's what really bothers me about this war. Sometimes I feel like one of the bad guys. I mean in World War II it was more clear-cut. You know, the Nazis on one side and us on the other.*

MARINE IN VIETNAM, 1965

*Our battalion managed to retake the town by daybreak. When we moved in only one person was left alive in the place: a small boy who was badly wounded.*

ADVISORY TEAM MEMBER, APRIL 1965

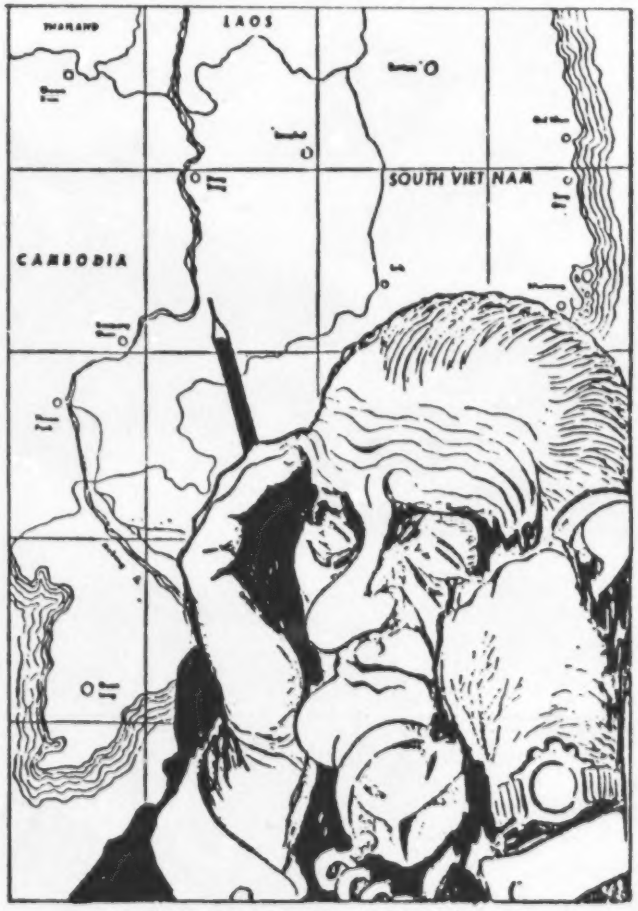
*They've been hit by napalm bombs, hand grenades, mortars (not all by V.C. either; many are hit by mistake by friendly forces)... wrinkled old men and women who appear to have aged with the earth itself; younger people, old before their time... children and tiny babies who lose limbs or become otherwise scarred before their lives have really begun.*

U.S. CIVILIAN NURSE, APRIL 1966

## HOLDING ACTION

BASSET, S.-RIPPS HOWARD NEWSPAPER ALLIANCE

"MAY I SPEAK TO OUR STANCH, LOYAL ALLY, THE HEAD OF THE VIETNAMESE GOVERNMENT— WHOEVER IT IS TODAY."




HAYNIE, *THE COURIER JOURNAL* (LOUISVILLE, KY.)

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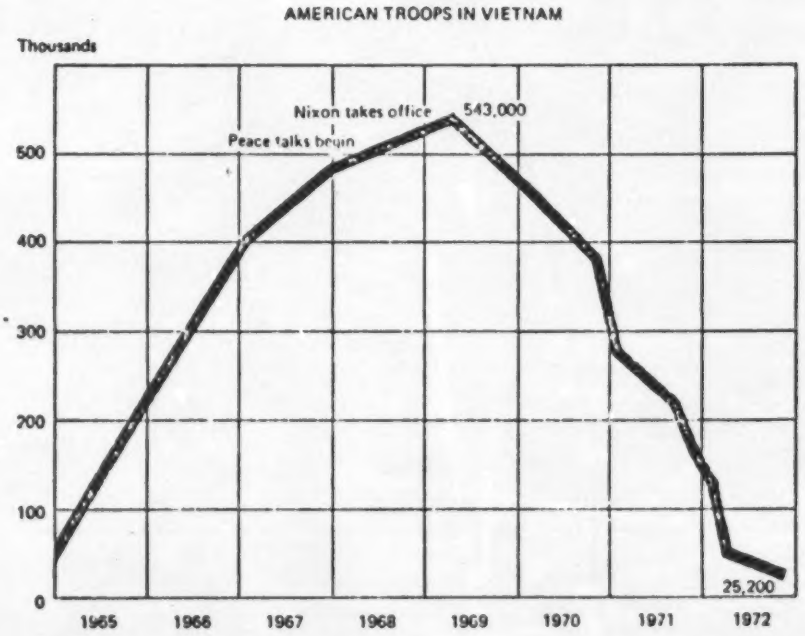


**The number of American troops in Vietnam increased from 1965 to 1969. Then President Nixon began to reduce the number of American soldiers there.**

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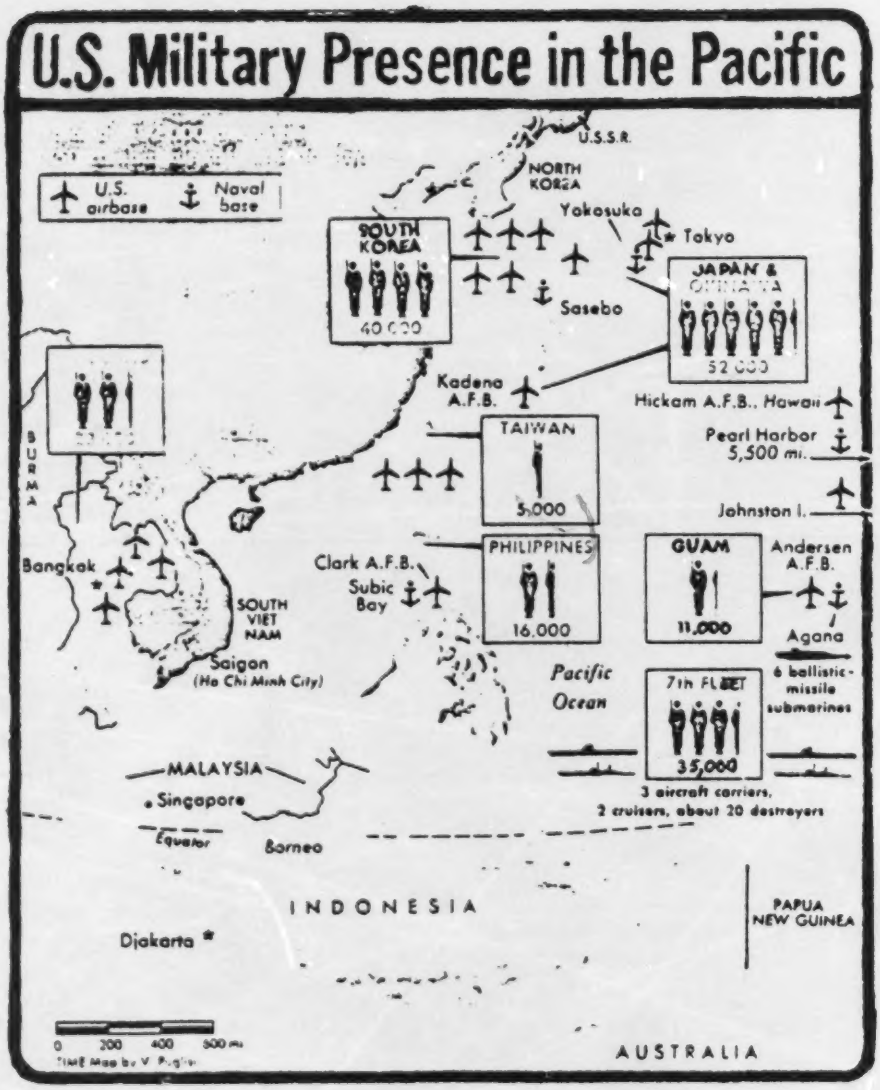

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TIME, JULY 3, 1972

# ON YOUR OWN

WRITING TOPICS

1. Write an article about the Arab-Israeli conflict in the Middle East from an Israeli, Egyptian, or Palestinian point of view.
2. Compare the Middle East conflict with violence in Northern Ireland or with the India-Pakistan war.
3. Summarize the history of the Middle East region in the 20th Century.
4. Write a human interest story in the form of a magazine article or newspaper report about a Jew in Israel, an Arab in Egypt, or a Palestinian terrorist.
5. Write a commercial for a documentary film dealing with the Arab-Israeli conflict.
6. Write a diplomatic dispatch on the results of a summit meeting between Israel and Egypt.
7. Compare the history of Israel and Egypt.
8. Interview an Israeli and an Egyptian soldier; a member of a kibbutz; a displaced Palestinian; a Lebanese Christian, a Saudi Arabian oil minister, or a member of the P.L.O.
9. Write a poem about some aspect of the Arab-Israeli conflict.
10. Compare the Jewish and Moslem religions using the Bible and the Koran as sources.
11. Write an on-the-spot radio or TV broadcast of an event related to the conflict (e.g., the 1967 or 1973 War, the PLO, terrorist bombing in Jerusalem, the closing of the Suez Canal).



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12. Do a report on an author or poet who has written on life in the Middle East.

13. Trace the events leading to the establishment of the Arab League, or the state of Israel in 1948.

14. Write an article about race and ethnicity from a scientist's or an anthropologist's point of view.

15. Compare the treatment of Jews in different cultures (e.g., Germany Soviet Union, U.S.).

16. Defend the concept of a Palestinian homeland; argue against it.

17. Write a research paper on some aspect of the Arab-Israeli conflict (historical, cultural, political, comparative, religious, criticism).

18. Rate Israel and the Arab states (Egypt, Saudi Arabia, Jordan, Syria, Iraq) on their committment to human rights.


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V

## Thus It Is Told

Thus it is told, it is said:
There have already been four manifestations
and this one is the fifth age...

The first Sun or age which was founded,
its sign was for Water,
it was called the Sun of Water.
Then it happened
That water carried away everything.
The people were changed into fish.

Then the second Sun or age was founded.
Its sign was for Tiger.
It was called the Sun of Tiger.
Then it happened
That the sky was crushed
The Sun did not follow its course.
When the Sun arrived at midday,
immediately it was night
and when it became dark,
tigers ate the people...

Then the third Sun was founded.
Its sign was for Rain-of-Fire.
It happened then that fire rained down,
Those who lived there were burned...

Its sign was for Wind,
when the fourth Sun was founded.
It was called the Sun of wind.
Then everything was carried away by the wind...

The fifth Sun,
for Movement its sign.
It is called the Sun of Movement...
That was when there was light,
when the dawn came,
The Sun of Movement which now exists.
For Movement is its sign.
This is the fifth Sun which was founded,
in it there will be earthquakes,
in it there will be hunger.

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# HUMAN RIGHTS POSTERS

Scenario 1:

Argentina has been accused of persistent violations of human rights. Your group is concerned with the plight of political prisoners in Argentina, people detained in prisons because of their political views. Amnesty International estimated that there were 8000 to 10,000 such prisoners in 1977. You also deplore tactics such as torture used in these prisons. You want to make the public and especially the government aware of this situation.

Scenario 2:

Argentina has been accused of persistent violations of human rights. Your group is opposed to U.S. economic and military aid to Argentina as long as these violations continue to occur. Your especially want to make your view known to the U.S. Congress which has the power to grant or deny that aid to Argentina.

Scenario 3:

Argentina has been accused of persistent violations of human rights. Your group is opposed to military dictatorships as a form of government and sees the human rights situation in Argentina as an outgrowth of this repressive form of government. You want to make the public aware of the nature of these violations and use this as another reason for advocating a change in government and return to more democratic rule.



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Scenario 4:

Argentina has been accused of persistent violations of human rights. Your group is committed to the cause of human rights around the world but takes a moderate stand in bringing about change. You take the positive approach of publicizing a country's achievements in human rights, no matter how small. Thus, you wish to gain more concessions in the field of human rights by accentuating what you see as postive steps and de-emphasizing blatant violations.



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# PROTEST POETRY

WHAT WERE THEY LIKE? (Questions and Answers) by Denise Levertov

1. Did the people of Vietnam use lanterns of stone?

2. Did they hold ceremonies to reverence the opening of buds?

3. Were they inclined to rippling laughter?

4. Did they use bone and ivory, jade and silver, for ornament?

5. Had they an epic poem?

6. Did they distinguish between speech and singing?

1. Sir, their light hearts turned to stone.
It is not remembered whether in gardens
stone lanterns illuminated pleasant ways.

2. Perhaps they gathered once to delight in blossom,
but after the children were killed there were no more buds.

3. Sir, laughter is bitter to the burned mouth.

4. A dream ago, perhaps. Ornament is for joy.
All the bones were charred.

5. It is not remembered. Remember, most were peasants;
their life was in rice and bamboo.
When peaceful clouds were reflected in the paddies
and the water-buffalo stepped surely along terraces,
maybe fathers told their sons old tales.
Whem bombs smashed the mirrors there was time only to scream.

6. There is an echo yet, it is said,
of their speech which was like a song.
It is reported their singing resembled
the flight of moths in moonlight.
Who can say? It is silent now.


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## CHILE STADIUM

Victor Jara

There are five thousand of us here
in this little part of the city.
We are five thousand.
I wonder how many we are in all
in the cities and in the whole country?
Here alone
are ten thousand hands which plant seeds
and make the factories run.
How much humanity
exposed to hunger, cold, panic, pain
moral pressures, terror and insanity?
Six of us were lost
as if into starry space.
One dead, another beaten as I could never have believed
a human being could be beaten.
The other four wanted to end their terror--
one jumping into nothingness,
another beating his head against a wall,
but all with the fixed look of death.
What horror the fact of fascism creates!
They carry out their plans with knife-like precision.
Nothing matters to them.
For them blood equals medals,
slaughter is an act of heroism.
Oh God, is this the world that you created?
For this, your seven days of wonder and work?
Within these four walls only a number exists
which does not progress.
Which slowly will wish more and more for death.
But suddenly my conscience awakes
and I see this tide with no heartbeat,
only the pulse of machines
and the military showing their midwives faces
full of sweetness.
Let Mexico, Cuba and the world
cry out against this atrocity!
We are ten thousand hands
which can produce nothing.
How many of us in the whole country?
The blood of our companero Presidente
will strike with more strength than bombs and machine guns!

How hard it is to sing
When I must sing of horror.
Horror which I am living
Horror which I am dying.


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To see myself among so much
and so many moments of infinity
in which silence and screams
are the end of my song.
What I see I have never seen
What I have felt and what I feel
will give birth to the moment...

Translated from the Spanish by
Joan Jara

## GOD TO HUNGRY CHILD

by Langston Hughes

Hungry child,
I didn't make this world for you.
You didn't buy any stock in my railroad.
You didn't invest in my corporation.
Where are your shares in Standard Oil?
I made the world for the rich
And the will-be-rich
And the have-always-been-rich.
Not for you,
Hungry child.

## CREDO

by Eugene V. Debs

While there is a lower class, I am in it.
While there is a criminal element, I am of it.
While there is a soul in jail, I am not free.


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NICE DAY FOR A LYNCHING

by Kenneth Patchen

The bloodhounds look like sad old judges
In a strange court. They point their noses
At the Negro jerking in the tight noose;
His feet spread crow-like above these
Honorable men who laugh as he chokes.

I don't know this black man.
I don't know these white men.

But I know that one of my hands
Is black, and one white. I know that
One part of me is being strangled,
While another part horribly laughs.

Until it changes,
I shall be forever killing; and be killed.

by e.e. cummings

"next to of course god america i
love you land of the pilgrims' and so forth oh
say can you see by the dawn's early my
country 'tis of centuries come and go
and are no more what of it we should worry
in every language even deaf and dumb
thy sons acclaim your glorious name by gorry
by jingo by gee by gosh by gum
why talk of beauty what could be more beaut-
iful than these heroic happy dead
who rushed like lions to the roaring slaughter
they did not stop to think they died instead
then should the voice of liberty be mute?"

He spoke. And drank rapidly a glass of water

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# JOE HILL

By Alfred Hayes

I dreamed I saw Joe Hill last night,
Alive as you and me;
Says I, "But Joe, you're ten years dead."
"I never died," says he.

"In Salt Lake, Joe, by God," says I,
Him standing by my bed,
"They framed you on a murder charge."
Says Joe, "But I ain't dead."

"The copper bosses killed you, Joe.
They shot you, Joe," says I.
"Takes more than guns to kill a man,"
Says Joe, "I didn't die."

And standing there as big as life,
And smiling with his eyes,
Joe says,"What they forgot to kill
Went on to organize."

"Joe Hill ain't dead," he says to me,
"Joe Hill ain't never died.
Where workingmen are out on strike,
Joe Hill is at their side.

"From San Diego up to Maine,
In every mine and mill,
Where workers strike and organize,"
Says he, "You'll find Joe Hill."

I dreamed I saw Joe Hill last night,
Alive as you and me.
Says I, "But Joe, you're ten years dead."
"I never died," says he.

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## EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding these materials. Please fill out this questionnaire and return it to the address below.

1. Which of the activities in Teaching Writing Skills: A Global Approach did you find most useful and why?

2. Which of the activities did you find least useful and why?

3. What suggestions do you have for improving this unit?

If you have materials on teaching writing skills using a global approach that you or your school district have developed and wish us to look over and consider for publication, feel free to send us copies.

Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208

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